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# Journal OF EDUCATION

JULY 1947

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# PEABODY JOURNAL OF EDUCATION

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Peabody Journal  
of Education

# PEABODY JOURNAL OF EDUCATION

VOLUME 25

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NUMBER 1

## TIME AND THE PEABODY TEACHER

A Peabody teacher is expected to do his share of classroom work, ordinarily twelve, fifteen, or sixteen hours weekly. That requires of him—if he is much good as a teacher—a reasonable amount of time spent in preparation. A teacher who doesn't stay at least two jumps ahead of his students will presently find himself that far behind them. Last year's learning will never be quite enough for this year's classes. It takes time even for a Peabody teacher to learn.

The Peabody teacher will average two committee assignments. That occupies some time and motivates some headaches. The committee exists for the absorption of institutional headaches. He is invited to speak before the state teachers association and the Odd Fellow's conclave. Naturally he accepts, but that means the use of more time. If an address by a Peabody teacher doesn't manifest a fair amount of scholarship and a modicum of cuteness properly compounded, the word gets around, both to his discredit and to that of the college.

He might conceivably wish to write an article; or, under stress of extreme provocation, even a book. The rumor that a great deal of drudgery is involved has been verified. That takes more time. He would like to cultivate a garden, and sometimes does. In fact one of the teachers was seen the other day carrying a beet about, and with a look of victory bright upon his face. Time, among other commodities, went into the purchase of that beet.

Then, the Peabody teachers, and particularly those of senior rank, are in considerable demand by advanced students for professional con-

versation upon that most sacred of all topics, the dissertation. Of all human yearnings the most poignant seems to be for that ineffable thing, the Ph.D. If the student is a prodigy and has a subject already, all he wants is more or less detailed suggestions as to what to do with it. More often he appears frightened by facing a world practically barren of doctoral topics; and he seems to fear that unless he exercises squatters' rights upon one of the scant list still available it will be too late. It takes some time for the teacher to explain to him that both teacher and student will be exhausted long before the subjects are. There are times when a student who is writing a term paper is entitled to some guidance. And, sooner or later, the teacher must use some more time reading and grading that paper (along with fifty more).

The Peabody teacher is usually a church goer, often a teacher or an officer. That absorbs some more of his fast disappearing store of unassigned time. Sometimes he belongs to a civic club or to one of those phenomena of erudition at which learned papers are read. More time. There are times when he looks longingly toward a weekend vacation. But we will not go into that. Nor into the matter of eating and sleeping. Presumably he does some of both.

And now we come to that which we started out to say. One of the major merits of a Peabody teacher is his approachability. He is traditionally approachable. One who understands the impingements upon his time stands in some wonder at how readily approachable he is. But to his glory he is. The Peabody teacher who is in position, or can reasonably be brought into position, to give help to a student and is reluctant to give it conforms poorly to the college's best traditions and practices. Usually he gives the help. He would not have it otherwise.

# A YOUTH SCHOOL FOR DEMOCRACY

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JARMAN LOWREY

Public Schools, District of Columbia

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Our public schools are the most generous gesture that we have made as a people in the name of democracy. But in haste and in superficial idealism we have disregarded primary facts in human nature. Since the dawn of human intelligence there has been a compulsory system of education in operation, and it cannot be set aside by compulsory schooling. The real compulsions of life are our needs for food and shelter; play, work, rest, and recreation; sex companionship, membership in social groups, and a secure and dynamic part in social economy.

The reality of education depends upon establishing contact with and control of the conditions which qualify life. Living is a precarious business. A vital curriculum must give light for intelligent living in the communities where boys and girls are becoming men and women. The need is for a curriculum so organized with reference to the going concerns of community life that boys and girls, young men and young women, will come to grips with the functional reality in art, science, and philosophy.

Let us look at the structure of culture in terms of its origin and function, and at the relation of this structure to art, science, and philosophy, and to the going concerns of community life.

Changes in physical environment set up the school of hard knocks and harder economic facts in which man learned the elements of his unique control of physical conditions. The forests which had been his home receded before the approaching glacial climate. He could no longer depend on the alertness of his senses and his agility in climbing to protect him against the more powerful, swifter, and better weaponed animals with which he had to compete. His hide was not sufficiently thick and hairy to give him adequate protection against the increasing cold. And most imperative, he had to find new sources of food supply. He learned to use his prehensile forepaws, developed in tree days, to wield tools and weapons. He learned to get about surely and swiftly on his hind legs. He survived, and the inheritance of cultural techniques became essential to his continued survival.

The first man to use a club to increase the reach, the power, and the toughness of his forepaws was potentially a physicist, for he had set up the pattern of behavior which was primary in the development of

manual and tool techniques, and germinal for reflective thought. A tool technique is an art, and it is also an insight into the dynamics of physical structure. Once man's hand had given him his first tools, the way was open for the comparison of less and more effective results obtained by manipulation, and for forming corresponding insights into the dynamics of physical structure, which comparisons and insights were the beginning of reflective thinking.

But there is another element in the genesis of man's reflective brain technique. At the same time that man's manipulative hand was giving him his first mechanical tools, his agile tongue and lips and resonant throat were giving him communicative tools. Language is the structural nexus of man's rational-social genius. It forms at the same time the structure of his reflective thought, and a means of communication between individuals, groups, and succeeding generations.

Like man's mechanical tools, his communicative tools are indispensable to his culture, and like his mechanical tools, they are subtle and dangerous as well as indispensable and effective. They lend themselves to propaganda as well as to the search for the means and meaning of functional reality. They can serve self-delusion as well as intellectual integrity. Indeed, man has learned to reflect so magically in the mirror of language both the logic of events and the desires of the heart that philosophers have often said: This is beyond physics; in this meaning and logic of symbols have we entered into metaphysical reality!

In order to make this analysis more tangible, let us draw a diagram of the dynamics of human behavior. The relation of the economy of the vital organism to physical conditions is primary. This relation may be represented in the diagram by the base or longitudinal dimension.

The unique quality which distinguishes man from other animals may be represented by a second dimension. This quality is not a single principle. It has a dual nature which may be described as rational and social. Neither of these elements is non-animal in its origin, nor other than a function of vital adjustment. But their vital relation is the creative core of human culture. In the present complexity of power industrialism and power politics we have, in part, its fruitage.

Complexity is not, however, the only difference between human and animal societies. Change, in social organization and in types of individual adaptation, is also uniquely characteristic of human behavior. Ant and bee societies, for instance, have hardened into fixed patterns of behavior determined by inherited organic structure incapable of adaptation to any but a comparatively fixed physical and social environment. But man is an experimentalist, a privilege for which he pays dearly. Yet faith in his tribe, in his gods, in his destiny, and willingness

to gamble, somehow sustain him. He is not lacking in courage in spite of his vast capacity to fail and to suffer.

Man's rational-social genius with its pivotal support in his use of language for communication and for thought may, then, be represented by the vertical dimension in our diagram. This dimension accounts for the unique qualities in human behavior: its cumulative complexity, meanings, and values, and the fact that, unlike the behavior of other animals, it continues in adaptive flux. It is fundamentally important to see, however, that this vertical dimension in human behavior does not eliminate the primary dimension. What it does is to broaden the field in which the primary dimension applies. It does not make the vital any less the substance of meaning and value, nor relieve man, at any point or in any way, of the necessity of living in the world of objective reality.

This is the genetic approach to the structure of culture. Now let us look at the organic approach.

Vertebrate behavior is characterized by a central nervous system which coordinates sensory-muscular activities. The elaboration of animal behavior into human behavior involved an extension outward of muscular control into the dynamics of tool and machine. The corresponding sensory extension was inward into the dynamics of feeling and thought. The machine method brings into the service of the neuromuscular control of physical conditions, extramuscular energy and supermuscular endurance and precision, the power, persistence, and cunning of machinery. The thought method elaborates and refines, by means of the classifications and connections of language, the classifications and connections which we call logical, organic capacity for adaptive and selective behavior.

Organic adaptation to the sequential relation between events, when refined by the language method of communication and thought, is the intellectual control aspect of the machine method, the root principle in man's rational genius. When this genius reaches a stage where events are predicted with practical certainty, and organic adaptations are made on the basis of the deliberate observation of multiple factors, it is called science. The difference between science and common sense is one of degree. Science undertakes to be absolutely objective; that is, to depend entirely on verifiable descriptions of the dynamics of structure in order to determine possibilities and predict probabilities, and to be as general and painstaking as possible in order to make prediction as significant and as accurate as possible.

Organic selectivity is the other control element in behavior which is elaborated and refined by man's communicative and thought technology. Man sees his world in terms of his desires and purposes. He

learns to rationalize, to assign reasons in subjective terms, in terms of vital purpose, for the things which he does: a tendency which grows out of social relations, verbal communication, and connected distinctions in perception and feeling. Man becomes ethical and aesthetic: establishes standards of value which are added to his native animal needs as motives in his behavior. He seeks to reconcile conflicting purposes and to organize them into more inclusive purposes: that is the root principle in man's social genius, the genesis of philosophy.

Science and philosophy are man's inner or intellectual control methods. They are not, however, separate mental faculties. Science looks to possibilities. Philosophy looks to desirabilities. So neither can have vital meaning without the other. For, obviously, it is the function of intellect to direct action toward ends that are both attainable and desirable. The emphasis in thought may be on the one or the other, but intelligent action depends on their native organic relation.

To complete the balance in this description of the functional unity of cultural resources, one more step is needed. Art and intellect, like science and philosophy, are complementary potentials in organic economy. Art is concrete: it has to do with the manual, the manipulative, the actual control of conditions. Intellect is prospective, predictive: its business is to define the possible and the desirable, and so to direct actual adaptations. Art and intellect are the outer and inner aspects of organic control and adaptation, each without meaning except in relation to the other.

The field of dynamics under consideration is that created by the interaction between vital and personal needs on the one hand, and physical and social conditions on the other. The currents of community life which are motivated by vital and personal needs, and defined by physical and social conditions, may be described as follows:

1. The physical control of economic resources: industry and transportation.
2. The social control of economic resources: business and government.
3. The diagnosis and control of conditions affecting health as measured in terms of physiology and psychology: medicine.
4. The development, expression, and appreciation of personal values in play, the fine arts, philosophy, and religion.

Only an occult and superstitious approach to art, science, and philosophy can separate them from the going concerns of community life. A functional approach finds their origin and meaning exactly in their identity with these concerns. It follows that a realistic curriculum will be practical and cultural in the best meaning of both these too

often antagonistic concepts. The four major centers of curriculum synthesis proposed will be:

1. The control of physical conditions.
2. The integration of organic development.
3. The control of social economy.
4. The integration of personal values.

## II

The invention and use of tools and the control of fire set man apart from his rival mammalian species and gave him the means of overcoming them. By these same means he gradually enlarged his control over his physical world until at length, in recent times, by the use of measurements with improved instruments and by use of the method of mathematics, he evolved the method of scientific physics. This method has been elemental in the making of our age of power.

Power, however, does not change the genetic and functional relation between hand and brain, between tools and reflective thinking, or between common sense and science. People who work with their hands are still the vital core of social economy. Such were the folk we architects of democracy might do well to remember, of whom Goldsmith said:

But a bold peasantry, their country's pride,  
When once destroyed, can never be supplied.

Has the coming of the industrial state, which now reaches out to absorb all industry and agriculture into one fabric of power driven and finance controlled machinery, changed all that? Has the new industrial system made it possible, as generally our educational system has seemed to imply, to conceive democracy as a way of life in which only persons of low mentality need work with their hands or fetter their spirits with the implications of material reality? Or is it possible that we need to reconsider our concept of the foundations on which an enduring democracy must be built?

A plan for a community education adequate for the needs of democracy in an industrial state presupposes the capacity of men of common native intelligence to grasp the implications of a scientific point of view. For the physical world this has been accomplished. Neither the child, the youth, nor the man in the street is hampered by superstition in his approach to the hows and whys of power machinery. There is no longer any resistance in the social mind to the efficiency of the power machine or to the products of research in the laboratories of physical science. The natural way in which a child adapts to a power

environment is illustrated in the following quotation from John Steinbeck:

Casey turned to Tom, "Funny how you fellows can fix a car. Jus' light right in and fix her. I couldn't fix no car, not even when I seen you do it."  
"Got to grow into her when you are a little kid," Tom said,  
"It aint just knowin. It's more'n that. Kids now can tear down a car without even thinking about it."<sup>1</sup>

Even the atomic bomb will not revive a superstitious approach to the control of power. Orientals, as well as occidentals, understand that the laboratory rather than the sanctuary is the effective approach to the control of physical conditions. They will not enlarge their superstitions, but they will turn with new devotion to technology.

In the physiological world the matter is not that simple. Some implications of the science of physiology for eugenics, for instance, seem to be in conflict with some of our established traditions. Such traditions have their uses. What other safeguard have we against hasty acceptance of conclusions merely because they are called scientific? The fact remains that the observational methods of physical science have gone a long way toward putting down a foundation for a science of health and vitality. The medicine man is becoming a man of science.

But what of social economy, and the machinery, financial and political, which constitutes the material structure of economic control? Unless we develop a common intelligence grounded in economic realism, how do we expect the political problems of an increasingly complicated industrial state to be solved.

The vocational guidance movement, with its study of vocational conditions and prospects, is a practical approach, but why separate vocational from industrial, financial, and political economy? Can a realistic study of any of them be made without including the others? Would not a balanced attack on the economic aspect of the vocational problem include a study of the industrial, commercial, and political institutions of the immediate community, and their relations to regional, national, and international fields of organization?

Here, obviously, the issue between traditional practice and a scientific point of view are most immediate and critical. Economic problems are not, however, occult. Nor are the principles of social vitality beyond the grasp of men of common native intelligence. As in the case of physics, and of physiology, the science of social economy will be assimilated by men of common sense, will permeate thought and action in the primary strata of society, as rapidly as leadership can clear the

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<sup>1</sup> *The Grapes of Wrath* (New York: Viking Press, 1939), p. 252.

way to realism in dealing with the material conditions of social vitality. And there is evidence on every hand that scientific realism is making its way in the study of industrial, commercial, and political economy, in the writing of history, novel, and drama, in psychology and philosophy. The transition of social economy, in practice and in theory, from magic and mythology to common sense and science, is not only a survival necessity: it is a metamorphosis which has begun.

### III

The need of a substantial content in the professional preparation of teachers, a content characterized by a unique integration between the practical and the scientific, comes at once to the fore.

The teacher who has the responsibility for grounding and orienting his pupils in the control of physical conditions should have superior ability in manual skills, but that is not all that he will need. He should have a preparation equal in core content and primary thoroughness to that required by the best schools of engineering. To this should be added training specially planned to enable him to meet any practical mechanical or engineering problem on the basis of a genuinely scientific orientation. He should have an experience and knowledge which would relate him to men of superior knowledge or skill in his field in the same way that the general practitioner of medicine is related to the specialist in medical science or practice. He should know the meaning of both practical efficiency and scientific orientation, and the relation between them.

But there is another aspect in the control of physical conditions. A house is not just a shelter from the elements. It must have harmony of form and color. And so must clothes, and cars, and all the furniture of living.

And again there is need for a special integration in the preparation of the teacher. This results from the fact that the relation between the practical arts and the fine arts, like the relation between the machine and science, is genetic. The fine arts define the higher control values which man developed from, and uses in, the practical arts of design and color. It is evident that the teacher, whether a teacher of clothing design and construction, or of house furnishing and decoration, or of architecture, drawing, painting, or sculpture, would need to be a person of particular native talents developed through substantial content studies into mastery of skills, critical appreciation, and constructive imagination.

This type of teacher preparation implies a particular way or method of teaching. Manual arts should be the basis for mathematical measure-

ments and comparisons. This primary orientation should never be lost in the acquisition of theory. Principles of mathematics and physics should become tools along with the saw and the hammer. The history of the origin and development of theory should be associated with its practical mastery. This is no less important for the pupil who is facile in the use of symbols than for the pupil who instinctively clings to the physical and the manual for the meaning of his behavior.

For the success of this way of teaching not only a particular kind of teacher is needed, but a particular kind of workshop. Manual and machine tools, the tools of measurement and design, books for the logic and history of theory, should all be a part of shop equipment. Their integration into a program of learning is no easy assignment, but it is the only way to identify learning with vital development.

And that is not all. The method should be not only workshop but also community. The roots of a pupil's experience are not in the school. They are in the home, and in the relation of his home life to the life of the community. The problems which challenge his energy come out of the soil and society which he can rightly call his own.

Such a concept of method does not fit the administrative organization of the current secondary school. Real learning can not be measured in terms of hours labeled with subjects. Skills and orientations actually achieved must be the measures of progress and promotion. That raises problems beyond the scope of this paper, but they are not insoluble.

The primary practical problem in the biological field, as in the physical field, is the preparation of the teacher. A teacher of health should have a scientific discipline not less in extent and quality than the requirements for an M.D., and covering the same basal content, but emphasizing particularly public hygiene and laboratory science planned to support and supplement the work of the general practitioner. His work shop should be a laboratory equipped for genuinely scientific physiological examinations and for the study of the sanitary problems of his community.

A pupil in the introductory course in biology should learn by doing in the same way that a boy on the farm learns the care and feeding of animals, the planting, cultivation, and harvesting of crops. He should hunt bacteria and protozoa in his environment, put them and other cellular structures under the microscope, use physical and chemical controls to which they respond, learn practical techniques for the recognition and control of health and disease factors in foods, insects, man, and other animals. Systematic and applied studies should develop from and be always a deepening and broadening of this primary orientation in the material realities of the life around him. The way he learns is more fundamental than what he learns, for the how and

why of learning are the keys to lasting interest and primary orientation.

Similar standards of teacher preparation and practical procedure should be applied to the study of horticulture and animal husbandry, and to the art and science of food preparation, child care, and home sanitation. In fact, due to liberal financial support for the study of agriculture and home economics, by the national government and by the states, the type of community and workshop curriculum proposed is already better advanced in this field than in any other.

In the field of social economy, commercial and statistical techniques are tool subjects and should be related through a workshop method to a study of the sources and functions of money and credit, and to the operational principles of our going system of finance. This approach should lead into the study of industrial, commercial, and political history, and into the study of economic theory.

And, again, the pedagogical problem centers in the teacher. Native capacity and a preparation scientific in spirit and of integral content will be necessary.

This is no scheme for school administration. It is a plan for organizing learning. It creates rather than solves administrative problems. But it defines, I believe, some elements in the dynamics of culture which will have to be taken seriously before secondary education, from the junior high school through college, can be made adequate to sustain democracy.

#### IV

Physical, physiological, and economic controls, as means of individual development, or adjustment to environment, have been the major centers of curriculum synthesis examined thus far. These three centers have to do in the main with corresponding going concerns in the life of the community: industry, hygiene, business and government. The fourth major going concern in community life is the development, expression, and appreciation of personal values through play, the fine arts, philosophy, and religion.

Play is of the essence of vital development: play is for fun. It begins in infancy with the instinctive learning of sensory-motor adjustments. It dominates the social interests of childhood. In youth it may become an absorbing purpose and adventure. Like the manual arts, it is foundational in health and character.

In spite of its vital and social import, play has long been the step-child of educational praxis. Formal controls destroy its vitality, and systematic education has not yet mastered the art of directing play by means of the subtler but stronger controls in physical environment

and community tradition. To this there is an exception. It is in interscholastic competition. To be a member of a team means the heart warming fellowship of sweaty, emotion stirring, energy consuming struggle in a common cause. It also means a position of influence and preferment in school and community. The team, of course, must win. Coaching, equipment, training facilities must be the best that can be had. It works, and it pays financially. Certainly no good American would raise any further question!

So high schools and colleges specialize in the use of competitive games as a means of bringing to the support of school morale the combat emotions of the primitive tribe, and as a means of publicity. Such a milieu is not favorable to an honest enquiry into the vital and social results of either the game or the system. That the whole praxis of play in the schools is ripe for critical study is generally recognized by those whose dominant interests are scientific and ethical, rather than promotional. How to replace promotional controls with scientific and social considerations is the problem. For one thing, men of genuinely scientific preparation and point of view are needed for directors and teachers of play and athletics.

There is also need for a new appreciation of the nature of the conflict between animal and human values. This came to classic definition first in Hellas. In Attica, play was a fine art. Athletics, sculpture and architecture, poetry and music, the dance, the drama were intimate parts of man's pioneer faith in the creative power and single reality of truth, justice, and beauty. Life in Sparta was a simpler and a grimmer business. Sparta was faithful to the old tradition. Survival weighed more than being human. For it was the Spartan logic that survival must forever depend on readiness for war.

Then Rome conquered the earth. But it was the new tradition which remained at the core of civilization. Attica and Israel invaded Rome, and, in turn, the life of the northern barbarians. At long last, in the little island of Britain, play again became a fine art. Cricket, soccer, golf, and tennis were for fun. In place of arena and amphi-theater were playing fields set in the countryside and golf courses in the heart of nature's beauty. Instead of coarsened muscle and burned out vitality were the recreative joy and strength of full sensory-muscular skill and harmony. It remained for the American college to glorify again the gorilla.

And now we are told that we must return with complete devotion to the old tradition. But, in this crisis, it may be that survival and humanism are on the same side. For war seems to hold out no better prospect than a terrible day of judgment. It may be that the power of the uni-

verse can not be controlled for tribal gain. It may be that man can now bring to harmony the animal and the human.

Here run the deep cross currents of social purpose and their conflicting ideologies: capitalism, communism, nationalism, with all of their militaristic, imperial, racial, and religious variations. Educators in the United States of America, all professing democracy of course, are frightened. Any safe way of avoiding moral responsibility will be welcomed. There are those who would go back: some to the philosophy of Plato, some to classic humanism, some to teaching religious dogma in the public schools, others to military discipline as a panacea for all educational and political problems. But any of these ways of avoiding the issue would be the end of democracy.

This issue is whether or not the common people can be given an education that is genuinely scientific in temper and human in philosophy. That was the issue that Grundtvig defined in 1832 when he proposed a school for the higher education of the Danish peasants. He saw the issue through to the establishment of the folk schools. Those who doubt that it can be done should read the history of the folk schools and their part in the solution of the critical survival and cultural problems which confronted the Danish people in the latter half of the nineteenth century.

If we accept the issue and go forward, that will be the primary human tradition, the one to which man has always returned when he has reached his last extremity: faith in the possibility of going forward. The method will be genetic: building from the bottom, founding enlightenment on the realities of physical and social economy.

The genetic relation between practical arts and the fine arts of form and color has been noted. Only pupils of talent may espouse creative work in picture and sculpture. This does not mean that there can not be a community of art appreciation. It does mean that such a community can be democratic and vitally social only when the fine arts have their roots in the practical arts and in the economic fabric of community life. As Emerson once put it, "Beauty must come back into the useful arts, and the distinction between the fine and useful arts be forgotten. If history were truly told, if life were nobly spent, it would be no longer possible to distinguish the one from the other."

In the teaching of music, as in the teaching of the fine arts of form and color, there is a way that is genetic, natural, and human. There can be no substitute for work. But it must be the work of insight and inspiration, and primary consideration must be given to the discovery and development of individual talents and to the high achievement of selected groups. I knew a teacher who had musical talent, musical

culture, and human sympathy, and I saw her bringing music to life among the people of a rural community.

There is, also, a human way to the heart of literature and the philosophy of history. Here is need for a great teacher. Grounded in thorough critical study, with a native passion for reality, he must have, beneath and beyond all, the instinct for discovery in the trials and triumphs of life on the earth, the story of one's self and one's folk, and the race.

Such a teacher most affected my education. J. M. P. Smith<sup>2</sup> made pre-Christian Hebrew literature live for me because research had taken him to its origins in human struggle, and because exact knowledge of these origins had deepened his faith in man's social and rational genius, and in the reality of human progress. The spirit of science—a complete abandon to getting the facts, an honesty that goes beyond self-interest, and a democratic objectivity that invites all men to share in the proof of its findings—seemed to him as necessary for the study of man as for the study of physics. He had noted that neither science nor religion makes sense except on the assumption that all reality is one, and so his faith that the replacement of occult authority by democratic objectivity must in the long run find for religion a deeper meaning and value as surely as it found for alchemy, chemistry.

The reality of religion, like the reality of science and the reality of education, depends upon establishing contact with and control of the conditions which qualify life. Man's control of physical conditions has made the earth into a single economic terrane. And now the released power of the atom makes it necessary that every man shall see that he is involved both physically and socially in the whole of human destiny. The world is now too small for hate, too dangerous for lies—particularly the lies of a tribal mores. Truth and brotherhood are necessary for survival. The only thing that remains practical is Utopia. But that is not all. Complete devotion to objective reality within a purpose singly social is the one chance for the survival of the human spirit. Whether the animal, man, survives is comparatively unimportant.

## V

The importance of a teacher's professional preparation being sufficiently inclusive and thorough to enable him to make effective contact with the problems of his community in his field can not be overem-

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<sup>2</sup> John Merlin Powis Smith entered the University of Chicago as a student of Semitics in 1895; served as research assistant to William Rainey Harper seven years; succeeded Harper as teacher of Hebrew philology, history, and literature; died in 1932.

phasized. It is not that his primary or principal function should be to serve his community as an engineer, agriculturist, health specialist, economist, architect, poet, prophet, or statesman, but that without the ability to meet on a high professional level the problems of the community in his field, he fails as a teacher.

May I refer again to the Danish folk schools? Here was a youth school for democracy that worked. Here was a system of education close to the earth, close to the arts of agriculture, close to the hard facts of economic reality at a critical time in a people's struggle for survival, and also instinct with motives both humane and scientific, both religious and democratic.

I was particularly interested to note that the teachers in these schools spent more time in study than in teaching, and that their pupils were voluntary students, by necessity grounded in practical living, and by choice searching for ways and means to enlighten their lives. Here is the key to living teaching: a teacher adequately prepared to help his pupils get the relation of art, science, or philosophy, to living—practical living.

It is important that the art and the science be genuine, and it is also important that the philosophy be genuine. Did you note the contempt with which the Danes treated Nazi propaganda, and when the Nazi substituted tyranny for a failing policy of reconciliation, the unity, dignity, and courage with which the Danes resisted? In the folk schools, history had been taught by men of scientific spirit and real erudition. In the Danish tradition, realistic humanism and democratic dignity had grown too strong for either the primitive romanticism or the primitive brutality of Nazi philosophy.

If a teacher be artist, scientist, or philosopher in the practical and human meaning, which is the real meaning of these things, he can bring to boys and girls in their own matrix of community life food and warmth and light for interests which will enable them to develop understandings and standards adequate to their needs. There can be, I suspect, no mechanical elements introduced into curriculum construction or school administration that will take the place of this ancient personal factor in teaching. If it is impossible to have great teachers, then there is no hope in the building of schools for democracy.

## OLD WINE IN NEW BOTTLES

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"Sometime when the accumulation of leisure gets a bit too tedious, take, gently but firmly, the fountain pen from your pocket and write an article having to do with some phase of the promotion of better teaching." So wrote my good friend, Dr. A. L. Crabb, of the George Peabody college for teachers, with—can it be—ironical disregard of the fact that no college president accumulates leisure. Nevertheless, so challenging is the assignment that herewith are presented some few ideas that have crystallized throughout my many years of professional service.

That we should constantly search for new skills, new techniques, and new tricks in the development of better teaching is axiomatic. True, many of these developments and plans for improvements are already in the repertoire of the real teacher. They are like old wine that has improved with age. The problem, therefore, for the person concerned with the improvement of instruction seems to be largely that of acquainting the inexperienced with those skills and techniques that characterize the skilled teacher. Does this presentation of the problem carry the implication that improvement is something restricted to young or new teachers? Such is not the opinion of the writer. Improvement can be attained by experienced as well as inexperienced, by old as well as young. The only teachers for whom improvement is impossible are those who, regardless of years, have not aged properly. If they have already gone sour, then techniques for betterment are like old wine in poor bottles. If confidence and idealism have waned, neither new nor old techniques have any value. They produce only emotional disturbances with no resultant progress.

It is for these reasons that I suggest first a careful consideration of the "emotional atmosphere" of the institution. If the characterizing feature of an administrator or of an institution is dogmatism, autocracy, and indifference to democratic procedures, then good education is thwarted and impeded. Improvement in teaching will not readily take place if the administrator lacks insight and consideration for those who teach. To the extent that he fails to see values in people, to

show concern for the individual welfare and feelings of the teacher, to that extent he jeopardizes opportunities for improvement.

These broad generalizations may readily be accepted, but what techniques have we for determining and developing the emotional attitudes that give drive and provide incentives for improvement? Many times administrators visit classes; sometimes they actually supervise instruction, but do they really see what is going on in the class? Are they concerned about the thoughts and feelings of the person observed? Such questions as these stimulated the writer several years ago to check with beginning teachers on their reactions to their teaching experiences. These beginning teachers were no longer responsible to the college from which they had been graduated, but they were willing to cooperate by mailing to the college at the end of every day confidential reports regarding their work. More than 4000 problems thus reported were analyzed and classified. In an article such as this, only brief results of the study can be reported. It seems to be significant, however, that the problems reported by the teachers were not the problems reported by their supervisors and administrators. The beginning teachers were having difficulties with discipline, with techniques, with lack of knowledge of subject matter, but of the total number reported by the teachers, nearly 1000 were problems frequently ignored by the supervisors. The beginning teachers wrote regarding difficulties they were having with people other than pupils and parents. They also wrote regarding their own state of "well-being"; that is, their good or poor health: Sometimes they wrote that they did not know what was wrong, but the "tone" of the letter definitely indicated a lack of desirable emotional reactions to the job.

What are the implications of this brief report? It was quite obvious in many cases that the remedies or suggestions given by supervisors were not particularly helpful. Recommendations to read recent books on methods were not appreciated. It was equally evident that opportunity to talk about the situation outweighed the beginning teacher's desire to listen to the supervisor. She wanted to ask questions rather than to take a prescription. There was evidence that the administrators had failed to recognize that the teacher possesses certain drives, needs, and pressures which must be satisfied if that teacher is to become an effective member of the teaching profession.

Let us follow the lead suggested by this all-too-common situation. Shouldn't we give the beginning teacher an opportunity to have her day in court? Better still, shouldn't we give students, while they are still in college, their day in court? Cannot we create a situation whereby students can give anonymous appraisals of the work being done by their teachers? Such a procedure has been tried extensively, I grant,

but unfortunately many times it brings only mediocre results, because the person who uses this technique sometimes does so unwillingly or does not administer it in such a way that appraisal can be made with no penalties attached. Properly set-up, however, and prompted by an honest desire for improvement, it can become a part of the program for creating "emotional tone" for students and the institution. Yes, give the students a day in court; they may thereby feel better, even if the professor does not. Secondly, let us recognize that in a very real sense the beginning teacher is still very much the student, with the supervisor now playing the role of professor. Moreover, in college there was the security of shared experiences with fellow classmates; the beginning teacher is on her own. Give her then her day in court; encourage her to talk out her problems; find out what they really are. The therapeutic effect of such a release will, I am confident, promote professional growth. We cannot expect to make a great teacher out of one who is tired, who has become sour, who receives only superficial understanding and help.

Consideration for well-being and emotional conditioning is the core of the program for improving teaching. It follows that schools and colleges that accept this premise plan their extra-curricular schedule as carefully as they plan their classes. The administrator and the staff participate in a great variety of student and faculty functions. Social affairs tend to break down barriers arising from differences in age and status, particularly if they are planned cooperatively by students and faculty for mutual enjoyment. Halloween masquerade frolics; all-college picnics; student-faculty tournaments in fencing, badminton, golf; student-faculty Information Please programs; these and kindred activities promote desirable human understandings and tend to vitalize student-faculty councils and committees, with the consequent result of joint concern about the values of techniques and procedures in teaching.

The foregoing comments are fragmentary, at best; there are many other considerations for a program for the improvement of teaching, but very wisely the assignment read "discuss some phase" of such a program. This I have endeavored to do, ever conscious of the fact that I have but pointed out what good teachers and administrators have known and practiced for ages; have offered in truth, old wine for new bottles.

## WARREN COLBURN

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In the late fall of the year 1821, Warren Colburn, an obscure young Boston schoolmaster, published his "First Lessons in Intellectual Arithmetic." This little book was to exert a remarkable influence on the teaching of arithmetic and on subsequent textbooks on that subject for more than two generations. According to David Eugene Smith:<sup>1</sup>

Here, then, was the first great external influence, one based on a mixture of child psychology and common sense, that caused any change in the sluggish course of American arithmetic, and it is one of the few influences that have been exerted on the subject which are really significant.

Prior to that time, arithmetic, if it was taught at all, was something to be learned by rote. The master set the 'sums' from his own manuscript, or from a textbook if he was fortunate enough to have one, the pupil worked according to rule and showed his result to the master who then pronounced judgment. If the 'sum' was correct it was copied in the student's 'ciphering book.' There were no standards of arithmetical achievement and most people would have agreed with William Darlington<sup>2</sup> that, "To cipher beyond the rule of three was deemed a notable achievement and mere surplusage among the average of country scholars."

Henry Barnard, in his *American Journal of Education*, presents a series of reminiscences of early school days in America written by men who were school boys at the close of the eighteenth century and the beginning of the nineteenth century. Naturally enough, these stories tell more of makeshift equipment, bare and cold schoolhouses, and the meagre learning and severe discipline of many of their early schoolmasters than they do of methods of instruction and of subject matter taught. One of these correspondents tells of how at the age of ten or eleven, when he was thought 'old enough to cipher,' the master set him a 'sum' with instructions to "add the figures in the first column, carry one for every ten, and set the overplus down under the column."

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<sup>1</sup> David Eugene Smith, "The Development of American Arithmetic," *Educational Review*, LII (1916), 112.

<sup>2</sup> Letter from William Darlington, quoted by Henry Barnard, *American Journal of Education*, XIII, 741.

This procedure continued for two or three days when:<sup>3</sup>

. . . I begged to be excused from learning to cipher, and the old gentleman with whom I lived thought it was time wasted; and if I attended school any further at that time reading and spelling and a little writing was all that was taught.

The story has a happier ending for the following winter there was a more communicative and better trained master and "I made a tolerable acquisition in the first four rules according to Dilworth's *Schoolmaster's Assistant* of which the teacher and one of the eldest boys had a copy."

Dilworth's book was one of the most widely used texts in arithmetic during that period and may be taken as typical of the subject matter and of the methods of instruction in arithmetic prior to the appearance of Colburn's book. Cajori says of *The Schoolmaster's Assistant*.<sup>4</sup>

The whole book is nothing but a Pandora's box of disconnected rules. It appeals to memory exclusively and completely ignores the existence of reasoning powers in the mind of the learner.

Not only were textbooks in arithmetic scarce, but all of the other materials of instruction commonly associated with instruction in arithmetic were rare, if not non-existent. Salem Town describing his early school days says:<sup>5</sup>

The teacher owned a small arithmetic, name not recollected. From this he gave out questions, if perchance any lad was old enough to encounter the ground rules. Slates and pencils were unknown. Paper was imported, scarce and costly, and those who could not procure it ciphered on birchbark, and that was the article on which I, in due time, first made figures. I often heard old people say my first teacher was 'great in figures'; that he could cipher as far as the rule of three, and compute interest, and that they had no doubt he could actually tell how many barley corns it would take to reach round the earth.

The conditions indicated above were the rule rather than the exception throughout the country, and it was under such conditions that Warren Colburn, who was to give so much of his time and energy to the improvement of the teaching of the subject, first learned to cipher.

The son of an old Massachusetts family (his grandfather appears in the town records of Dedham, Massachusetts, in the year 1639) Warren Colburn was born in Dedham on March 1, 1793. His father was a farmer, and as indicated by the frequent moves made by the family, does not seem to have been very well-to-do. Warren attended the

<sup>3</sup> Barnard, *Op. cit.*

<sup>4</sup> Florian Cajori, *The Teaching and History of Mathematics in the United States*. (Washington: Government Printing Office, 1890), p. 16.

<sup>5</sup> Letter from Salem Town, quoted by Henry Barnard, *American Journal of Education*, XIII, 738.

brief winter sessions of the district schools of his area and worked on his father's farm during such times as he could not be spared to attend school. At an early age he evidenced considerable interest and ability in arithmetic and on his account his family took into their home one Gideon Alby, a "poor and infirm man good at figures and used to teaching school," who worked with Warren during the long winter evenings.

In 1810, when Warren was seventeen years old, his father moved to Pawtucket, settling near a factory. Warren was put to labor and learn machinery with a Mr. John Fields, a machinist. The other members of the family found employment in the factory. As employment opportunities shifted in the growing industrialization of New England, the family moved again and again. In 1812 they were at Canton, in Plymouth in 1814, and in Easton in 1815. During this time, the boom in manufacturing caused by the war of 1812 furnished profitable opportunities for machinists and Warren followed that trade.

His interest in mathematics continued however, and in the fall of 1815 he determined to go to college. He was then over twenty-two years old. This was an unusual decision for a young man with a settled trade to make in those days. He placed himself under the tutelage of the Reverend Dr. Richmond, the "settled minister" of Stoughbridge, who made a practice of preparing young men for college. During his period of preparation Colburn lived in the home of Dr. Richmond. His roommate, Henry Wheaton, was the son of a wealthy merchant who was so impressed by the worth of his son's friend that he offered to lend Colburn such money as he might need while attending college. This capacity for making friends was one of Colburn's outstanding characteristics and was to serve him well on several occasions.

Colburn, while he had only the meagre background afforded by the common schools of his childhood, was sufficiently well prepared at the end of a year and a half to enter Harvard in the fall of 1817. It is said that young Wheaton was impelled, by his desire to remain with his friend, to pursue his studies the harder that they might enter college together. The two friends were roommates throughout their college life.

Although he was, at twenty-four, considerably older than his companions at Harvard, he was well liked by all his classmates. Many of them wrote Henry Barnard when he was preparing a biographical sketch of Warren Colburn for the *Journal of American Education*<sup>6</sup> and most of the writers commented on his invariable kindness of disposition and freedom from envy of the distinctions of others. A natural

<sup>6</sup> Henry Barnard, "Warren Colburn," *American Journal of Education*, II (1856), 294-316.

diffidence and awkwardness of expression prevented him from ranking as high in some of his courses as he did in mathematics. He excelled in this subject from the first. He was slow and cautious in his speech. This hesitant manner, which was not due to any noticeable impediment, was ascribed by some of his friends to his lack of early advantages. Mr. Sparks, later president of Harvard, who knew Colburn as one of his students, says of him:<sup>7</sup>

He was a student in college about a year and a half while I was a tutor. . . . All my recollections of him, as a student, in regard to his character, deportment, and scholarship, are of the most favorable kind. He held a high rank in his class, particularly in the mathematical department, in which I was an instructor. I was not then aware of his peculiar and remarkable gifts in that branch of science which he subsequently manifested.

Colburn graduated from Harvard in August, 1820. His subject for the commencement program was, "On the Benefit Accruing to an Individual from a Knowledge of the Physical Sciences." A brief portion of this essay is worth quoting as indicative not only of his belief at that time, but also of his purpose to practice that belief when he should be able. He says:<sup>8</sup>

. . . The knowledge of these sciences, therefore, is to be circulated by the favored few who have the means of knowing them; and, it becomes the duty of everyone who possesses the means, not only to acquire them himself, and to do what he can to improve them, but to promote the diffusion of them among mankind, and to be always ready to give any information in his power concerning them to all who may need it.

During his college days, Colburn had met part of his expenses by teaching. Hence it was natural for him to open a "select school" in Boston. This school was never a large one. There were some thirty scholars, but it furnished the means for the development and practice of the ideas which Colburn was evolving in the teaching of arithmetic.

It was during this period that he composed and published his first book, the *First Lessons in Intellectual Arithmetic*, which appeared in the winter of 1821. He operated this school for about two and a half years with only moderate financial success. Visiting in the homes of some of his pupils, he made the acquaintance of Patrick T. Jackson, a manufacturer, who was impressed with the ability of his new friend, so much so that he offered him the position of superintendent of the Boston Manufacturing Company at Waltham, Massachusetts. The proposition must have been a good one for "he accepted the place without much hesitation," and took up his new duties at Waltham in April of 1823.

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<sup>7</sup> Barnard, *Op. cit.*

<sup>8</sup> *Ibid.*

The new position enabled him to think of a wife. While he was teaching a school in Canton during his college days, he had met a Miss Horton who was living there with her mother. The two had an understanding and in August, 1823, they were married and the new superintendent brought his bride back to Waltham. He was a successful superintendent, for in 1824 when the superintendency of the Lowell Merrimack Manufacturing Company became vacant, Colburn was promoted to the more important position at Lowell.

His interest in mathematics and the teaching of mathematics, as well as his interest in public education, continued. In spite of his busy life as superintendent of a large manufacturing establishment, Colburn found time to continue work on his textbooks. He prepared a sequel to his *First Lessons*, wrote an algebra text, served on the school committee of his adopted city, and found time to prepare and present lectures on the natural sciences as he had advocated in his student days. In the winter of 1825, he lectured on the natural history of the animal world, on the seasons, on optics, and on electricity. He bought apparatus to perform experiments, used a magic lantern and screen, and endeavored to "occupy the space between the college halls and the common schools by carrying, as far as might be practicable, the design of the Rumford Lectures of Harvard into the community of the actual operators of common life." These experiments in popular education lead him into the one disaster of his public career. Invited to lecture in Boston before the Mechanics Charitable Association, his natural diffidence, coupled with the presence of a number of learned gentlemen who were "curious to observe the practicability of presenting subjects of science to the popular mind," lead to the failure of some of his experiments and the talk was not a success.

With all these varied efforts at public service, his lecturing and his writing, he was a successful man of business. Daniel Batchelder, who was an associate of Colburn, says:<sup>9</sup>

The most of my intercourse with him was confined to the management of the manufacturing business, in which he was engaged during his residence at Lowell. His mathematical skill, and his knowledge of the principles of mechanics, gave him important advantages for the situation in which he was placed, and he was not less successful in his good judgment in the general management of business.

Under the pressure of the enormous load which he insisted upon carrying, his health began to fail. His friends tried in vain to persuade him to take a rest. He refused to do so until, worn out by overwork, he finally agreed to a short vacation in the summer of 1833. It was too

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<sup>9</sup> Letter from Daniel Batchelder, quoted by Henry Barnard in "Warren Colburn" *American Journal of Education* II, 294-316.

late; he returned home ill and unable to leave his bed. He died September 13, 1833.

He had done his work well, however, and it is difficult to overestimate the value of his influence on the teaching of arithmetic. Breslich says:<sup>10</sup>

However the real reform in the teaching of arithmetic in the United States began when Warren Colburn published his *Intellectual Arithmetic* in 1821.

His books were timely, embodying as they did in a very practical way the principles enunciated by Pestalozzi whose doctrines were just reaching this country. Smith states:<sup>11</sup>

In 1806, William Maclure published an article in the *National Intelligencer*, and a little later he urged Joseph Neef, who had been with Pestalozzi in Switzerland, to open a school in Philadelphia. The effect was to make known in America the work of the Swiss reformer, and to lead teachers to question the value and efficiency of the mechanical methods which had thus far characterized the work in arithmetic. As a result, Warren Colburn published his *First Lessons in Intellectual Arithmetic* in 1821, and a sequel in 1822.

Colburn said of his book, that the pupils who were under his tuition were the ones who had made his book for him, that by observing their questions and the difficulties they encountered he was enabled to anticipate the doubts and difficulties of other pupils and to consider means of removing these doubts in the simplest manner. Cajori contrasts the approach to the teaching of arithmetic by Colburn with that of older texts as follows:<sup>12</sup>

Instead of introducing the young pupil to the science of numbers, as did old Dilworth, by the question, 'What is arithmetic?' and the answer, 'Arithmetic is the art or science of computing by numbers, either whole or in fractions,' he was initiated into this science by the following simple question: 'How many thumbs have you on your right hand? How many on your left? How many on both together?'

Richeson calls attention to:<sup>13</sup>

A final important characteristic of Colburn was his ability to write texts that were interesting to small children. His problems were types that had been drawn from the child's everyday experience, and the style of his writing was simple and easily understood.

The *First Lessons* was tremendously popular. Clifton Johnson<sup>14</sup> esti-

<sup>10</sup> E. R. Breslich, "Arithmetic 100 Years Ago," *Elementary School Journal*, XXV, 664.

<sup>11</sup> David Eugene Smith, "The Development of the American Arithmetic," *Education Review* LII (1916), 112.

<sup>12</sup> Florian Cajori, *Op. cit.*, p 106.

<sup>13</sup> A. W. Richeson, "Warren Colburn and his Influence on Arithmetic in the United States," *National Mathematics Magazine*, X (1935), 73.

<sup>14</sup> Clifton Johnson, *Old Time Schools and School Books*, New York, Peter Smith, 1935.

mates that during the half-century following its publication more than two million copies were sold. Cajori, writing in 1890, states that, "Over three and one-half million copies were used in this country, and it was translated into several European languages."<sup>15</sup>

His second text in arithmetic, designed for older pupils, was not so well received as his first. There was competition. A friend writing to him about the book calls attention to the argument used by some of his competitors who complained that Colburn had had his share of the profits and that others should have a chance. Other writers, however, paid the book an indirect compliment by means of that most sincere form of flattery, imitation.

At the time that Colburn published his algebra, there were two factors influencing the content and presentation of that subject in the United States. The older English textbooks had emphasized the use of algebra for the solution of numerical problems. The more recent translations of the great French writers, with their insistence on rigorous proof, were beginning to have their effect on the American treatment of the subject. Heller says:<sup>16</sup>

Colburn, believing that there was genuine educative value in the subject itself, combined the French theme of algebra for generalization with the English theme of algebra for the solution of numerical problems, and devised, instead of the deductive rigor of the French or the bald statement of rule of the English, an inductive presentation inspired by the Pestalozzian doctrines.

The exercises were carefully graded as to difficulty, and proceeded by a series of steps from concrete problems to abstract situations. Heller continues:<sup>17</sup>

In his algebra Colburn completely broke with tradition. His book began with a brief paragraph in which algebra was described as an aid in determining the operations to be used in numerical situations. He then stated and solved the problem:

"Two men, A and B, trade in company and gain 267 dollars, of which A has twice as much as B. What is the share of each?"

After a second example the student was directed to solve a list of exercises similar to the examples.

The student was thus introduced to operations in one and two unknowns. At that point letters were introduced to stand for known as well as unknowns and the idea is developed that algebra is an instrument for generalization. Formulas were introduced at this point and applied to business problems and other practical situations.

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<sup>15</sup> Cajori, *Loc. cit.*

<sup>16</sup> Hobart Franklin Heller, *Concerning the Evolution of the Topic of Factoring in Textbooks of Elementary Algebra*, Berwick, Pennsylvania, Keystone Publishing Co., 1940. p49.

<sup>17</sup> *Ibid.*

His handling of the process part of algebra is surprisingly modern. He introduced the multiplication and division of fractions before taking up addition and subtraction. Butler and Wren<sup>18</sup> state that modern authorities are advocating this treatment. The characteristics of his inductive method as summed up by Colburn in an address on the teaching of arithmetic are quoted by Heller as:<sup>19</sup>

Teach but one thing at a time. Choose the easiest fact first. Never tell the learner directly how to perform any operation. Proceed from the concrete to the abstract. Never have committed to memory that which is not well understood. 'Make scholars study.' 'To teach a subject well, it is necessary for the teacher to understand it well himself and to take an interest in it.'

It is an interesting, if futile, speculation to consider the assistance which this gifted and public-spirited man would have rendered the cause of education and of the teaching of mathematics had he lived to a ripe old age. His contributions were great, but his ready common sense and understanding of children, together with the prestige he had earned, would have acted as a counteracting force to the tendency towards excessive drill and the formalization of subject matter in mathematics which came to characterize nineteenth century mathematics.

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<sup>18</sup> C. H. Butler and F. L. Wren, *The Teaching of Secondary Mathematics*, New York, 1941, McGraw-Hill Book Co., p308.

<sup>19</sup> Heller, *Loc. cit.*

## SOME FRENCH CONTRIBUTORS TO THE NOVEL OF MANNERS

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The term "novel of manners" implies a wholesale, full-bodied rendering of the exterior manifestations of character in one individual or in a group of people, whereas the psychological novel, its opposite, plumbs the causes of various human actions. Mme. de Lafayette is more interested in explaining why the princess of Cleves feels remorse and repentance when her husband dies than with what she does after rejecting the Duke of Nemours, whom she loves. Stendhal's *The Red And The Black* aimed at the demonstration of a certain type of human energy. In order to attain wealth, the means, red or black, is of small import to Julien Sorel. Julien's relations with Mme. Renal and Mlle. Mole are directed by his powerful will and his gift for analytic introspection. In our day of mystic dictators and totalitarian opportunities we have striking counterparts to this man, who admired Napoleon and smashed every encumbrance to his climb to power. Inevitably he comes to ruin on the gallows because he finds established society arrayed against murder, but here again, it is not Julian Sorel's disgraceful exit from this world that moves us; it is the study of his own impulses and the effect of the environment that makes him the ambitious public enemy that he is.

The novel of manners also escapes being linked with the historical novel of the order of Alfred de Vigny's *Cinq-Mars*. It does not propose to resurrect the past and do lesion to factual and accurate history for the sake of presenting a mixed dish of authentic truth and fabulous truth derived from hearsay. As Jules and Edmond Goncourt said: "Historians are narrators of the past; novelists are narrators of the present." And by present they meant that social milieu which they themselves came to know thoroughly well during their own lifetime.

According to Brunetiere, the cult of form is almost an obsession with novelists of manners. Inasmuch as an artist who deals strictly with *homo sapiens*, or as in Flaubert's case, with *homo desipiens*, does not so much need powerful inner dialectics, and wears well the title that Theophile Gautier gave himself ("I am a man for whom the external world exists"), there must be in his work a transposition of sentiment to the realm of sensation. His inspiration, as was said of Flaubert's

inspiration, must be "brought about rather than undergone." Artifice must be acknowledged more than emotion. Flaubert's theory of aesthetics makes it clear that he considers the world, life, nature, and man as materials made for art. In the preface to his friend Bouilhet's *Songs* he declares: "The accidents of the world, as soon as they are perceived, appear to you as if transposed for the employment of an illusion to be described, so that all things, including your existence, do not seem to have any other usefulness."

Instead of turning his back on the bourgeois whom he despised, Flaubert spent his life dissecting him, as might some mad scientist forever probing a worm with a pin. He gloats when Bouvard and Pecuchet, his quinquagenarian Don Juans, are hoodwinked in their tardy amours. He sneers at the failure of their agricultural experiments, and he reads some 1500 volumes on philosophy, medicine, history, philology, science, and mathematics in order to ascertain just how these stupid characters of his creation, seeking an intellectual explanation of the meaning of life, came to put windmills in their brains. Absorbed with the pettiness and mediocrity of his fellow creatures, he has left us few characters that rise above the humdrum atmosphere he revealed in describing: Emma Bovary, the enigmatic, half-revealed Salamambo, the immortal M. Homais, and the honorable Mme. Arnoux, who in *The Sentimental Education*, built with her tears a fortress of honor impregnable to the assaults of the shallow Frederic Moreau. Yet, Frederic, the man of all weaknesses, passive in the midst of agitation, is the central figure of the novel, who learns through a series of disenchantments that life is a cheat and that he is an imbecile. When the years have whitened the hair of them both, Mme. Arnoux spontaneously visits Frederic at one of their former trysting places, and makes "the most painful and most sublime gesture of feminine abdication ever invented by woman." In his presence she removes her hat, and from her snow-white hair that flows down on her shoulders, she cuts a long tuft for him to treasure in memory until they both shall die. Maynard's beautiful verses, which I shall presume to translate into English, express the unforgettable drama of such a parting:

I am not your conquest only for today!  
Six decades have flown since first you captured me.  
I have loyally loved your fair head that enraptured me  
Under tresses of chestnut, and under locks of gray.

The romantic Mme. de Mortsauf of Balzac's *Lily In The Valley* seems wraith-like and false beside a character of the calibre of Mme. Arnoux.

Flaubert, ever on the hunt for the "most juste," professed a distrust of the imagination, but he let his own fancy stray, unbridled, in a

forest of realistic detail. *Salamambo*, *The Temptation Of Saint Anthony*, and *Mme. Bovary* are cases in point. Who does not remember the elaborate barbaric rites of the Carthaginians in the sacrifice of Matho to the goddess Tanit? Is any natural explanation needed for the death of *Salamambo* herself? She was touched by the vengeful, invisible fingers of the goddess whose veil she had sullied, and grasping a golden patera in her hand, to drink with Narr' Havas, her consort, "she fell with her head lying over the back of the throne, pallid, stiff, her lips parted—and her loosened hair hung to the ground."

The artist Flaubert has been criticized for making, in *Salamambo*, "the pedestal too high for the statue," and for conjuring up a "nightmare of facts." Conversely, he has made *The Temptation Of Saint Anthony* a "nightmare of ideas." Saint Anthony, tempted in his flesh by the Devil, resembles neither Goethe's Faust nor Anatole France's Paphnuce. He lacks the ironic contemplation of illusion that makes Faust tower above Mephistopheles. Unlike Paphnuce, who goes mad for the courtesan Thais, Saint Anthony receives the grace of Christ at the moment of his greatest doubts. Is God indifferent to evil? "Is it through impotence that He allows it, or through cruelty that He preserves it?" Monotonous in the extreme is the procession of voluptuous images that pace before the saint's vision. Nevertheless, the work is grandiose in conception and epic in sweep, the sensuous musical prose evoking *The Song Of Solomon* and Nietzsche's *Thus Spake Zarathustra*. What riotous longings burst the floodgates of the saint's mind "I yearn to fly in the air, to swim in the water, to run in the woods. Ah, how freely would I breathe, had I those wide-spreading wings! I would fain bay, I would bellow, I would howl! I would live in a cavern and breathe forth smoke, I would bear a trunk, I would twist my body—and divide me throughout, be in all things, go forth in odors, come to my fulness like the plants, be shaken like sound, shine like light, be blotted beneath shapes, enter into all atoms, move about within substance, be substance myself that I might know the thoughts thereof. . . ."

Is there anything in literature comparable to the "pathetic illusion" of Emma Bovary, who clutched continually for her evanescent dream, forever unattainable and beyond the power of human utterance? Emma's attempts to give words to her love for Rudolph resulted in banalities that annoyed him and caused his first fine rapture gradually to fall from him like a mantle, for "human speech is like a cracked tin kettle on which we hammer out tunes to make bears dance when we long to move the stars."

Emile Faguet in his masterly study of Flaubert states that "for him the imagination is a great liar, who even when she is severe toward herself, is always too cheaply self-satisfied and always profits by the

absence of control. Flaubert had within him a romancer who found reality insipid, and a realist who found romanticism empty, and a bourgeois who found artists to be pretentious, and the whole of him was overcast by the misanthrope who found all the world ridiculous."

With inimitable artistry Flaubert shows the measureless abyss that yawns between Emma Bovary and her husband Charles. They were in the same room, each drowsing during the interval before sleep. Charles was thinking of the future of his little daughter. In his mind's eye he saw her coming home from school at close of day with ink-stains on her jacket, and carrying her satchel on her arm. What would be the cost of a boarding school? Could he afford sending her to one? She would embroider him slippers in the evening by lamp-light. Would she marry some steady young fellow?

Emma was not asleep; she pretended to be; and while he dozed off by her side, she awakened to other dreams . . . . horses galloping over mountains, radiant cities with domes and bridges, forests of citron trees, and cathedrals of white marble, on whose pointed steeples were storks' nests . . . . The days, all magnificent, resembled each other like waves; and the future swayed in the horizon, infinite, harmonized, azure and bathed in sunshine. But the child began to cough in her cot and Bovary snored more loudly, and Emma did not fall asleep till morning when the dawn whitened the windows . . . .

Emma, that mixture of the average woman and the delicate, graceful, refined type of woman, is, according to Brunetiere, more of a species, a psychological case, than an exception. Her relations with Leon, the clerk, arouse our pity for her. She realizes that this man, carrying in him "the debris of a poet," is a poet of the school of "bon sens." His platitudes and "galimatias" are enough to make her aware that he is incapable of heroism, weak, commonplace, softer than a woman.

Flaubert's *Three Tales* are miniature reproductions of his longer novels. He was accustomed to fling scraps of genius about from work to work, and by a divine sense of economy, he created new masterpieces out of the material left over from his works "of long breath." Mme. Bovary's ghost hovers over the first of this series, *A Simple Heart*, wherein a spinster serving maid, disappointed in love, fixes her affections on the daughter of her mistress until the former's death, then on a cousin, who leaves for Cuba and is killed, and finally on a pet parrot. This is one of the tenderest short stories ever written.

*The Legend Of Saint Julian The Hospitaller* transports us to the Middle Ages. The theme is gloomy and fatalistic, oppressive with the horror of superstitious fantasy. A young hunter kills a deer, which in its dying agonies sets on him the curse of killing his own father and mother. The mental torture of the young man and the enactment of

the prophecy are the macabre pivots of the action. His crazy visions, apparitions of all the animals he has ever slaughtered on the hunt, and eerie disembodied voices that float to his bedside and steal away his sleep, are akin to the fantastic figures that appear at night to tempt Saint Anthony.

*Herodias*, the last of *The Three Tales*, is as ornamentally erudite as *Salamambo*. Dealing with the decapitation of John the Baptist, or Iakanan, it is profuse in learned descriptions of galbanum, cinnamon, and basilisks. And did not Hamilcar's soldiers, in *Salamambo* "eat birds soaked in green sauce, from red plates of clay, bordered with black designs?"

Flaubert magically fuses the atmosphere and the landscape with the moods of his characters. When Emma wins a certain tranquillity of spirit, our eyes rove with hers over the meadows and see the peaceful heifers, moving slowly, lowing softly, and our ears hear the repeated tinkling of the angelus. And at the Comice Agricole of Yonville we see the old worn out animal of a woman, laden with fifty-four years of service, dumbfounded before drums and onlookers, ready to receive a prize for bearing her yoke with noble imbecility. "Thus stood before those beaming bourgeois a half century of servitude."

Despite his disconcerting themes and his fanatical attachment to the tangible and visible shocks of circumstance which override all resistance of inner will, Flaubert, more than any other writer, has established a perfect harmony between his characters and the unfolding of their actions. He has laid at the altar of Truth the precious gifts of observation and experience.

The Goncourt brothers, as well as Gustave Flaubert, their master, are entitled to the name of novelists of manners. Their creations, without exception, were special cases, and like the characters of Flaubert, the personalities of the Goncourts' men and women were not psychologically analyzed, but externally revealed. The whole naturalistic part of their novels is now neglected for the critical examination of their style, which to the brothers was "a bestiary of imagination." The erratic and nervous Jules was particularly haunted by stylistic "cuminis scissions." In their quest of material they observed parents, relatives, friends, and servants, as their prefaces and their *Journal* testify. The vicious old maid, Rose, is mentioned as the authentic prototype of Germinie Lacerteux. In *Charles Demailly* and *Men Of Letters* there are only a few scenes enacted in small press offices, only a few intimate associates of the main protagonist, sketched in such characters as Malgras, Florissac, and Mollandeux. *Sister Philomene* is a novel that reproduces the atmosphere and odors of a hospital. Mme. Gervaisais, refined to the thinnest of flakes, is an example of tortured style and con-

temporary psychology. Renee Mauperin, the first sketch of the Goncourt brothers, was wrought into a novel, and despite its morbid analysis of the process of decay caused by the ravages of a mortal neurosis in the system of an athletic girl, remained very popular because of its intense dramatic action. In this study the unsuspecting reader feels that he has been led into a trap of poisonous and imperceptible abnormalities because the first chapter shows the heroine at a swimming party and in the full flower of health and vigorous youth. *La Faustin* is Edmond's best single effort and most striking novel, the story of the life of a young actress.

The Goncourt's opinion of women considerably colored their central plots. Charles Demailly's brain is subtly and perniciously undermined by the peckings of his frivolous wife, Marthe. Renee Mauperin is the cause of her brother being killed in a duel. Germinie Lacerteux, once her child dies, becomes a vile prostitute. Manette Salomon, a diabolical Jewess, kills the artist Corioli when he reaches the end of his financial resources. Mme. Gervaisais, having become a mystic, abandons her child, and "assassinates nature through grace." The courtesan Elisa kills her lover inadvertently. *La Faustin*, the actress, declaims before a corpse. Cherie, having led too chaste a life, falls prey to a case of nervous "malacie."

It is evident that these characters are nauseatingly abnormal, but we can appreciate their actions only after perusing the abnormal, overcultivated and neurotic style of the brothers Goncourt. This style, tormented, refined, and extravagant, attains exact precision. It catches *nuances* unknown to the normal writer. It is impressionistic, sacrificing grammar and colorless conventional expressions to the intricate nervations of the impressions to be conveyed. In *Germinie Lacerteux* (1865) and *Renee Mauperin* (1864) the Goncourts indicated three attributes of Naturalism: (1.) The use of the document, notes taken haphazard, instead of methodically as was done by Flaubert. (2.) Scientific pretensions, which make their novels clinical novels. (3.) The principle that vulgar and popular surroundings are the proper domain of realistic art.

Marcel Proust once said that "sick people are closer to their souls." It was as sick people that the Goncourt brothers lived, possessing, as one contemporary critic puts it, "souls of letters at ease only among walls of books." Their productions may be classified as dealing analytically with three strata of society, the artists, as is evidenced by *Men Of Letters* and *The Langibout Studio*, with bourgeois life, as is shown in *Renee Mauperin* and *Mlle. Tony Freneuse*, and with the common people, as is indicated in *Sister Philomene* and *Germinie Lacerteux*.

To all intents and purposes, this scheme is the groundwork of a new "Human Comedy."

In their preface to *The Zenganno Brothers*, the Goncourts claim that if an analytic talent like that of Zola should be set into swing on a reproduction of men and women of society, the death-knell of Classicism would be sounded. They contend that realism is not to confine itself exclusively to what is repugnant and revolting, but should embrace the elegant, distinguished, and refined as well. They then declare that it would require a writer of greater genius than Zola to understand and write concerning the genius of the Parisian, who is more complicated of structure, more civilized than Zola's primitive and low-class figures. The latter are closer to nature; hence their actions are comparatively simple. Renee Mauperin is brought up in a good bourgeois family, enjoys every advantage of education and culture, and with her love of swimming and of the open air, gives no hint that she will gradually waste away under the shock of her brother's death. In *Charles Demailly*, the Goncourts attempted to make plausible "the despair of a man of letters, feeling all at once the impotence and vacuity of his brain." However short this clinical novel concerning the unsensed approach of insanity may have fallen of its original purpose, its depiction of newspaper life, the camaraderie of men who write for a living, and the moral crises of a man driven mad by his actress wife's whims, adds something new to the novel of manners, which we may term "refined naturalism." No trace of Zola's influence may be seen in the Goncourt brothers' work except perhaps in *Germinie Lacerteux*. "They are far," says Sainte-Beuve, "from always being pure realists. They have fantasy, and they know how to mingle sentiment with that fantasy."

The nervous maladjustment of Jules was definitely reflected in the Goncourts' treatment of personalities. Almost without exception, their created characters are hypersensitive. Yet, the Goncourts are not "the prisoners of a formula." Their analytical method consists in presenting the character under a certain stress, then, without warning or inner logic or examination of the effects of this stress, they portray the crisis, or the external consequence of inward suffering. Thus the reader is spared the interminable, sometimes futile soul-probings that leave him little to find out for himself. One questions, however, whether the subject is not out of its proper mould. It may be considered a fault, and a grave one, that they treat with an emphasis on form and perceptible phenomena, delicate subjects requiring more than objective treatment, clinical cases for the psychologist and the psychiatrist.

# READING AND THE SCHOOL EXCURSION

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Educational use of the school excursion has proved its value as a learning medium which, while providing direct learning experience for pupils, deepens and widens child interest in and knowledge about the community.

However valuable the school excursion in itself has been in this respect, its value in many instances has been limited to specific learnings at the destination. Little use of the time in transit for educationally valuable experiences has been made. The advantage which this offers for the use of reading skills learned in the classroom has not been recognized.

Teachers agree that reading must be used by children if learning is to be permanent. Failing to see around them the very materials and resources which provide opportunities for children to use reading, they fall back upon the platitudes of too little time and money with which to provide materials for and practice in the use of reading. Utilizing the moments between school and destination and between destination and school gives such teachers the time they say they lack. The materials along the way are ready made, relatively permanent and free for the looking. The recording of these materials can become the basis of a teacher's file of functional reading resources.

Reading-along-the-way, in addition to making the transit time educationally valuable, offers aid in the problem of pupil reaction to the varying and varied conditions which this period presents. Standards of conduct set up by pupil-teacher discussion prior to starting out are often so forgotten that the group experiences disunification to the point where learning at destination is greatly lessened.

The interest of children in the work at hand has long been accepted as a cure for many so-called discipline problems. These breaches of discipline are more likely to occur on the way to and from school excursions than in the confines of the classroom. In this sense, reading-along-the-way is a subtle disciplinarian. Its rod is active, purposeful, pleasurable interest.

Use of classroom-developed reading skills and discipline are not the only problems solved by utilizing this in-between time. Solved also is the problem teachers face in collecting materials for relating out of

school experiences with school learnings. In collecting the material themselves, the children are engaging in a valuable learning experience. An important step in the process of authentic learning is transferred from the teacher, who considers collecting materials a tedious job, to the children, where it is utilized to its fullest extent.

Here are a few of the readings one second grade class brought to the attention of their teacher on the way to visit the postoffice. The teacher recorded them for future reference and classroom use.

- |                 |                                 |
|-----------------|---------------------------------|
| Business signs: | Restaurant                      |
|                 | Laundry                         |
|                 | Shoe Repair                     |
|                 | Book Store                      |
|                 | Drugs and Prescriptions         |
|                 | Used Cars Bought and Sold       |
|                 | Barber Shop                     |
|                 | Grocery Company                 |
|                 | Real Estate                     |
|                 | Warehouse                       |
| Street Signs    | Cross Only on Green             |
|                 | Walk on Left Side               |
|                 | School Zone                     |
|                 | Stop, Go, Caution               |
|                 | No Parking                      |
|                 | Parking ½ hour only             |
|                 | Speed Limit 25 Miles            |
|                 | Mileage signs—Bessemer 20 miles |
|                 | One Way Street                  |
|                 | R. R. Crossing                  |
|                 | Street names                    |
|                 | Auto tag numbers                |
|                 | Danger—Men At Work              |
|                 | Quiet, Hospital Zone            |
|                 | Bus destinations                |
| Miscellaneous:  | No Trespassing                  |
|                 | Private Entrance                |
|                 | Enter—Exit                      |
|                 | Eggs For Sale                   |
|                 | Rooms For Rent                  |
|                 | Telling Time                    |
|                 | Push—Pull                       |
|                 | Billboard Advertisements        |

This functional reading did not stop when the children reached the postoffice itself. It was continued during the collection of answers to questions set up by the class prior to the trip. Among others, the class collected the following readings in the postoffice itself.

In-coming and Out-going mail schedules  
Signs over windows:

Postal Notes  
Money Orders  
Parcel Post  
Postal Savings  
Postmaster  
General Delivery

No Smoking

Use in Case of Fire Only

Enter—Exit

This Postoffice will be closed.....

Telephone

Airmail

Letters

Packages

Just as parents set out a goal for children on long automobile trips when they suggest that the children see how many trees or pink houses they can see in a given length of time, so teachers can introduce the use of reading as a common purpose during the in-between excursion time. Not to be ignored is the favorable impression likely to be made upon the general public who meet the children learning enroute.

Other advantages inherent in the functional use of reading along the way include the pleasure experienced by the teacher and children in the location of readings and the concomitant learnings which evolve from discussion of items noticed. Moreover, desirable parental attitudes toward school excursions and the reading program in general are fostered as children utilize reading in the home and community environments.

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# A STUDY OF SOUTHERN JUNIOR COLLEGE OFFERINGS IN BIOLOGY AND CHEMISTRY

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JOE A. CHAPMAN

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## INTRODUCTION

The problem involved in studying southern junior college offerings in biology and chemistry grew out of a desire to know more about junior college offerings in the field of science. Because of the important place the junior college has taken in the American school system, it seems quite worthwhile that its curriculum be considered. This study is concerned with biology and chemistry as a part of the curriculum in the preparatory field. Inasmuch as the requirements of medical colleges are specific as to types of courses, quality of work offered, and pre-medical training, these requirements are used in connection with the study.

The writer sought answers to the following questions:

1. How many hours of credit and what types of courses are most frequently offered in the southern junior colleges?
2. Using medical college requirements as a criterion, are junior colleges in the southern region offering a sufficient variety of courses in chemistry and biology?
3. Are the junior colleges fulfilling one of their major claims; that of offering two years of work suitable for acceptance in the universities?

The field of science is vital in preparation for a number of professions and occupations. The basis for our civilization of today is scientific thought. Omission of training in science in either terminal education or pre-professional preparation cannot be justified. The writer hopes to become more aware of what may be done by the faculties of southern junior colleges, that the science curriculum might become more vital and worthwhile to the student.

The writer has chosen to study the offerings through the standards of preprofessional training in the medical profession, since they are rigid and high. Few, if any, professions demand a higher quality of training than the medical colleges, and the emphasis is put on the broad cultural background and the introductory training in scientific method.

## REVIEW OF LITERATURE

The writer has evidence that the preparatory function is one among the chief functions of the junior college. The broad cultural background so essential in a good life can be obtained in the junior college as well as in the college or university during the first two years. According to one writer:

On the whole they [studies] show marked success for the junior college in the exercise of the preparatory function . . . It is quite significant of the success of the junior college in its preparatory function that there is such a variety of judgment and evidence in its favor.<sup>1</sup>

Again, it is stated:

The function which has been designated as 'preparatory' has been extremely influential and generally recognized in the junior college movement. That it is still justified by social and educational needs is obvious when one considers the crowded conditions which exist at the universities, necessitating either a restriction of enrollment during the Freshman and Sophomore years, or increased provisions for lower division work at the expense of upper and more distinctly university work.<sup>2</sup>

Another writer bears out the claim of preprofessional study:

In addition to laying a foundation in general education based upon the universal needs of man, the junior college must prepare for advanced study in the university those students who are qualified for and desire to pursue courses in specialization, research or professional study.<sup>3</sup>

Koos says particularly of preprofessional training:

From the presentation just presented it may be assumed that strong junior colleges should find no insurmountable difficulty in endeavoring to provide satisfactory training for the following professional groups: Law, Medicine (premedical or combination curricula), Dentistry, Nursing. . . .<sup>4</sup>

Let us turn our attention now to the offerings or courses that should be made in biology and chemistry. Should general or specialized courses be offered? Shall laboratory work be required of all students? What type of training shall accompany the introductory courses in the sciences?

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<sup>1</sup> Eells, Walter C., *The Junior College*, Ch. IX, Houghton- Mifflin Co., Boston, 1931.

<sup>2</sup> Procter, W. M., *The Junior College*, Ch. II Stanford University Press, Stanford University Calif., 1927.

<sup>3</sup> Sexson J. A. and Harbeson, J. W., *The New American College*, Ch. II, Harper Brothers, New York, 1946.

<sup>4</sup> Koos, L. V., *The Junior College*, Ch. IV., Vol. 1, Research Publication of U. of Minnesota, Education Series, No. 5, May 1924.

One writer has to say on this subject:

Such specialized subjects as biochemistry, pharmacology and bacteriology will be taught in the medical school. To teach these subjects in the premedical course will not preclude their repetition in medical school and will interfere with doing well that work which is the first responsibility of the liberal arts college . . . Technical aspects of the subject, of interest only to the research worker, should be eliminated from the introductory course. But the liberal arts college must also provide relatively intense training in some field of knowledge. Some of the work must be carried beyond the elementary stage so that the student may fully appreciate what it means to study with rigor and thoroughness. . . . The premedical student usually does his intensive work in biology or chemistry, more rarely in some field outside the sciences.<sup>5</sup>

It was also found in the literature that other recommendations varied from the general to the specific. A committee on premedical education for the Ohio Academy of Science found that for the medical colleges selection of a major subject or field of concentration with a minimum of 20 to 24 hours' credit is usually required and selection of one of the sciences that is to play a large part in his life work—biology—is very wise. They go on to say:

The medical colleges recognize the need of recommending scientific courses beyond the absolute requirement. The recommendations of some embrace the total scientific preparation of most premedical students, and there is reason to believe that entrance boards give weight to this preparation beyond absolute requirement. . . . Another item of premedical qualifications during the past decade, the aptitude test prepared by a committee of the Association of American Medical Colleges under the direction of Dr. F. A. Moss, places added value to an abundant scientific background. The committee feel that there has been too much criticism on specialization. We see no general problem of scientific narrowness in scientific preparation.<sup>6</sup>

The literature showed that such courses as general inorganic and organic chemistry and qualitative and quantitative analysis were quite desirable. Further specialization was found not to be desirable. In the field of biology, general biology, botany and zoology may quite well be offered, but such courses as anatomy, histology, embryology or parasitology are apt to be repeated in the medical school and were not recommended.

#### PROCEDURE

A study was made of the requirements of the medical colleges in the eight states studied as well as the offerings of the junior colleges as expressed in their annual catalogues. The eight states studied were:

<sup>5</sup>Keighton, Walter B., *The Objectives of Premedical Education*, Journal of Premedical Education, Vol. 23, Pages 322-325, 1946.

<sup>6</sup>Bryant, E. R., Kraatz, W. C., Schear, Edward, W. E., and Lindsey, A. W., *Premedical Education*, Association of American Colleges' Bulletin, Vol. 28, Pgs. 293-97, May 1942.

Alabama, Georgia, Kentucky, Mississippi, North Carolina, Tennessee, South Carolina and Virginia. The requirements of all of the medical colleges in these states, a total of twelve, were surveyed by means of their catalogues.

The catalogues of seventy junior colleges in these states, both public and private, were analyzed as to the number of semester hours offered, and the variety of courses in biology and chemistry. All of the junior colleges studied were members of the American Association of Junior Colleges and all were accredited by both their State Departments of Education and state university systems. 53 per cent of the colleges studied were accredited by the Southern Association of Colleges and Secondary Schools.

54.2 per cent of the catalogues studied were of the years 1942-1943 and 1943-1944. The catalogues of other years were within a range of two years on either side of these dates.

Attention should be called to the fact that where college courses were recommended as terminal and not for transfer students, they have been omitted from the survey. Attention should also be called to the fact that credit was converted to semester hours and is not entirely accurate but to the closest whole equivalent. The basis for conversion was this:

1 semester hour— $1\frac{1}{2}$  quarter hours, or  $\frac{1}{2}$   
course credit (Kentucky).

In the Georgia public and private junior colleges the course is used and each course is equal to five quarter hours or three and one-third semester hours.

#### FINDINGS

The survey of medical college bulletins or catalogues showed the following facts:

1. All of the medical colleges except one demand three years of undergraduate work prior to admission.
2. The minimum number of hours acceptable to the medical colleges in chemistry is 17 with 30 per cent of the colleges making this requirement. 38 per cent of the medical colleges require 16 hours or more. The remaining percentage is unspecified.
3. A breakdown of the requirements into specific courses in chemistry shows that the hours should be equally divided between general inorganic and organic chemistry including quantitative or qualitative analysis.
4. The minimum number of semester hours in biology found to be acceptable is 8 with 53 per cent of the medical colleges making the requirement.

Three of the colleges or 23 per cent demand 12 semester hours. The remaining percentage (24 per cent) is unspecified.

5. The medium number of semester hours in chemistry demanded by the universities who specify minimums is 13.8 hours. The median number of minimum semester hours in biology is found to be 9.2 hours.
6. All courses must include laboratory work on an equal basis of clock hours with classroom and laboratory hours equalized.

The findings found by surveying the junior college catalogues show the following facts:

1. 28 of the 70 junior colleges studied (40 per cent) offered less than 12 hours in chemistry. 20 or 31.4 per cent offered 12 to 16 semester hours and 22 or 28.5 per cent offer 16 or more hours.
2. 11 or 15.7 per cent of the junior colleges offered less than 8 semester hours in biology. 31 or 44.3 per cent offered 8 to 12 hours and 28 or 40 per cent offered more than 12 hours in biology.
3. 6.6 per cent of the public junior colleges studied offered less than 8 hours in biology, while 15.4 per cent of the private colleges made this offering. 10 of the colleges studied offered no work in biology.
4. 27.7 per cent of the public junior colleges offered less than 12 hours in chemistry, while 44 per cent of the private junior colleges made this offering. Only one college of the seventy offered no work in chemistry.
5. General inorganic chemistry was the most common offering in that field in the junior colleges, followed by organic, qualitative and quantitative analysis.
6. General biology (integrated) was the most common offering in that field in the southern junior colleges. The remaining hours were almost equally divided between zoology and botany.
7. Very few junior colleges offer highly specialized courses in chemistry, such as, biochemistry or physical chemistry.
8. Very few colleges offer highly specialized courses in biology, such as, embryology, histology or parasitology.

#### SUMMARY AND CONCLUSIONS

From the survey certain conclusions were drawn. It will be remembered that three questions were asked in the introductory part of this paper and following are answers based on the evidence found:

1. 59.9 per cent of the junior colleges studied offered 12 or more semester hours in chemistry. 84.3 per cent offered 8 or more semester hours in biology.
2. General biology and general inorganic chemistry are the most frequent offerings in southern junior colleges as a part of the science curriculum. Zoology, botany, general organic chemistry and qualitative and quantitative analysis are variations of the science offerings.

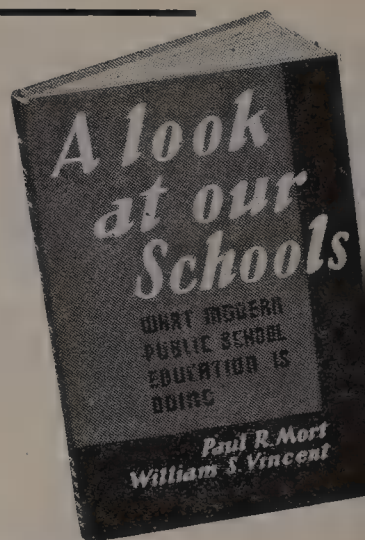
3. For the most part, the junior colleges are making suitable offerings in both biology and chemistry.
4. Elementary courses for premedical students should under all circumstances include laboratory periods.
5. A minimum deficiency in undergraduate work in the junior college can be made up during the third year which will be spent at the university or senior college.
6. The student should not spend the majority of his time in the sciences, but should divide his time between the sciences and his general education.
7. The quality of work should be stressed more strongly than the quantity. This would help overcome some of the objections of the medical colleges to transfer students. At least a year's course should be taken in each biology and chemistry in the junior college however.
8. Botany and zoology may be integrated or separate but all of the semester hours of transfer credit in biology may not be in botany.
9. Histology, bacteriology and parasitology will be repeated in medical school and should be omitted in the undergraduate work.
10. Terminal and survey courses may be quite acceptable to general education, but should not be offered by the student to the medical college for transfer credit.
11. On the whole the studies show marked success for the junior college in the exercise of the preparatory function.

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Annotators for this issue: Jack Allen, O. C. Ault, Roy P. Basler, Ralph F. Berdie, Viola Boekelheide, F. Caroline Budewig, Beatrice M. Clutch, Kenneth S. Cooper, A. L. Crabb, Leonidas W. Crawford, Ruby E. Cundiff, Nell Dean, Ambrosine Foley, Norman Frost, Harrell E. Garrison, W. L. Garrison, Ruth Gifford, Susan W. Gray, Elizabeth S. Greer, F. P. Hall, J. J. Hanson, Henry Harap, Julia Hodgson, Ruth Hoffman, B. S. Holden, Wenonah Fay Holl, A. M. Holladay, Walter Ihrke, Frances Irwin, Freida Johnson, Sidney Kreuger, J. H. Lancaster, Mary Morton, Louis Nicholas, Neil Parkinson, Norman Parks, O. C. Peery, Katherine Reed, Felix C. Robb, Milton L. Shane, Mildred Shapard, Jesse M. Shaver, Maycie K. Southall, Edwin E. Stein, Madge P. Stoner, Richard Thomason, Elsie Waggner, Mary P. Wilson, Theodore Woodward, F. L. Wren.

## Arts

**BATCHELDER, MARJORIE.** *The Puppet Theatre Handbook.* Harper and Brothers, c1947. 293p. \$3.75.

A good all around book on the study and making of puppets for the amateur and the professional. It is well written, giving detailed information with good illustrations. The chapters include the puppet theatre and its uses, planning the puppet show, puppet construction, costumes, stages, scenery and lighting, playwriting, producing, and a full bibliography.

**BROWN, RALPH MORSE.** *The Singing Voice.* Macmillan Co., 1946. 167p. \$2.50.

One of the clearest, simplest, and most sensible books on voice production and its training and development to come to my attention in a long while. It is useful for both teacher and student, and presents helpful discussions of most of the problems involved in becoming a serious singer and of the ways in which these may be mastered.

**BURK, JOHN N.** *The Life and Works of Beethoven.* Modern Library, 1946. 483p. \$1.10.

This edition of Burk's "Beethoven" makes available a standard biography of Beethoven at a very reasonable price. In addition to the biographical material, there is a section devoted to brief notes about individual compositions.

**CULVER, CHARLES A.** *Musical Acoustics;* 2nd ed. Blakiston Co., c1947. 215p.

This is an excellent book on the science of musical acoustics explaining, among other subjects, the nature and transmission of sound, hearing, pitch, consonance and dissonance, wind and string instruments, electronic instruments, and the recording and reproduction of music. Noteworthy are the many fine illustrations and diagrams.

**DYKEMA, PETER W., and OTHERS,** eds. *Sing Out!* C. C. Birchard and Co., c1946. 256p. \$1.44.

*Sing Out* is an attractive book designed for seventh graders. The songs are well chosen to fit the needs and interests of this age group with particular attention to the problem of the changing voice.

**EPSTEIN, SAMUEL, and DEARMAND, DAVID W.** *How to Develop, Print and Enlarge Pictures.* Franklin Watts, Inc., c1947. 95p. \$1.25.

An attractive and unusually well-illustrated volume on America's most popular hobby. A splendid balance is maintained between theory and practice, making it of practical value to both the beginning and the advanced amateur.

**HOWARD, JOHN TASKER.** *Our American Music;* 3rd ed., rev. Thomas Y. Crowell Co., c1946. 841p. \$5.00.

Howard is an authority on American music. This new edition of *Our American Music* is a "must" for every library. Many significant changes and additions have been in the text and bibliography.

**HUNT, W. BEN.** *Building a Log Cabin.* Bruce Publishing Co., c1947. 100p. \$2.75.

Complete instructions for building round-log houses from a simple one-room cabin to a rather pretentious lodge, including selection of site, selection of logs, types of construction, building fireplaces, reconditioning of old log houses, lighting and heating, fixtures, fireplace equipment. One of the best ready reference books for anyone who contemplates building a log house.

**LAWRENCE, SIDNEY J.** *Everyone's Musical Psychologically Speaking.* Clayton F. Summy Co., c1946. 167p. \$2.50.

This book should be an eye-opener to

anyone who is occupied in teaching music to children. Problems and their solutions are well catalogued, and a great deal of solid practical advice is offered. Unfortunately, the actual music material suggested is very meagre.

JAEGER, ELLSWORTH. *Easy Crafts*. Macmillan Co., 1947. 129p. \$1.95.

A book of sixty-four easy things to make. May be used by young people or camp counselors who have had little experience in the crafts and are looking for suggestions of things to make.

LICHT, SIDNEY. *Music in Medicine*. New England Conservatory of Music, c1946. 132p. \$3.00.

*Music in Medicine* is a practical and valuable treatise on the function of music in the hospital. The discussions and summaries are written in a clear and readable style. Doctor Licht devotes a brief chapter to each of the following subjects: The history of music in medicine, philosophy and psychology of music, music as occupational therapy, psychiatry, background music, mealtime music, music in bed, and diversion and entertainment. An interesting item for school administrators in the suggested curriculum for students of music therapy.

SCHUMANN, ROBERT. *On Music and Musicians*. Pantheon Books, c1946. 274p. \$3.75.

Besides having the reputation of being a great composer, Schumann is known as one of our best writers about music. This book is a translation and reorganization of his articles and observations on music and musicians from the time of Palestrina to Schumann's contemporaries. Particularly interesting is a chapter devoted to aphorisms under the heading "House-Rules and Maxims for Young Musicians."

SHOSTAKOVICH, DMITRI. *Russian Symphony, Thoughts About Tchaikovsky*. Philosophical Library, c1947. 271p. \$3.75.

A collection of essays on such various aspects of Tchaikovsky's music as his operas, ballets, and chamber music. The essays are by Shostakovich and Others—the "Others" by name are Assafyev, Keldysh, Yarustovsky, Zhitomirsky, Yakovlev, Alshvang, and Davidova, and their contributions are by far the most significant. There is a rather comprehensive chronological listing of Tchaikovsky's compositions. One of the most interesting parts of the collection is the discussion of Tchaikovsky's operas by B. Yarustovsky.

SULLIVAN, BIL. *Babies Don't Bounce*. Whittlesey House, c1947. 48p. \$1.50.

A book of cartoons which offers pointers on how to help your baby avoid accidents. If adults need to be told that babies should not chew poison ivy vines, then the book might be useful. Although the cautions are obvious, the cartoons themselves are mildly entertaining.

## Children's Literature

ADELSON, LEONE. *Who Blew That Whistle?* William R. Scott, Inc., 1946. 45p. \$1.25.

An amusing story of a whistle which thought that the traffic policeman took all the credit for managing the cars and the pedestrians. Complications occurred when the whistle began blowing all by itself. For grades 2-4. It has a happy ending.

BAKER, CHARLOTTE. *Nellie and the Mayor's Hat*. Coward-McCann, Inc., c1947. 96p.

This is the second book about Nellie, a little white dog with one brown ear and a brown spot on her back. Besides Nellie there are the five puppies and then of course there is the mayor's hat. Grades 2-4 will love this book.

BARUCH, DOROTHY W. *Christmas Stocking*. William R. Scott, Inc., c1946. unp.

A charming book but the spiral binding makes it better for individual ownership than for library use. Pre-school.

BEBENROTH, CHARLOTTE M. *Meriwether Lewis*. Bobbs-Merrill Co., c1946. 182p. \$1.50. (Childhood of Famous Americans Series).

A new title in *Childhood of Famous Americans* series is always welcome. This title is about the time when Thomas Jefferson had been governor of Virginia and was home again when Meriwether was a young boy. For grades 4-6.

BEIM, LORRAINE. *Benjamin Busybody*. Harcourt, Brace and Co., c1947. unp. \$1.75.

Benjie was busy all day long doing more different things and when night came he was busy sleeping. This is a nursery school story and also a good book to read aloud at home.

BERGENGREN, RALPH. *Susan and the Butterflies*. Longmans, Green and Co., 1947. 174p. \$2.00.

The author is noted for his clever writing. This book is a modern fiction fairy story. It is just absurd enough and just seemingly real enough to delight children in grades 1-3. It will be a lot of fun to read it aloud at home, too.

BRONSON, WILFRID S. *Coyotes*. Harcourt, Brace and Co., c1946. unp. \$1.75.

Another of Bronson's nature stories is always welcome. The story is simple but authentic. Grades 3-5.

BULLA, CLYDE ROBERT. *The Donkey Cart*; illustrated by Lois Lenski. Thomas Y. Crowell Co., c1946. 89p. \$2.00.

The donkey cart was a Christmas present

in the summer, and small boys and girls will enjoy the book as much as Linda and David enjoyed the donkey and the cart. Grades 1-2.

BUNCE, LOU P., adapter. *Jane Eyre*. College Entrance Book Co., c1947. 308p. \$1.53.

If one must have an adaptation of Charlotte Bronte's *Jane Eyre*, this one is as satisfactory as any.

CAMPBELL, CAMILLA. *Star Mountain and Other Legends of Mexico*. McGraw-Hill Book Co., c1946. 82p. \$2.50.

A beautiful book which takes its title from one of its legends. Includes a list of books on Mexico published in the United States. Grades 3-5.

CAMPBELL, SAM. *A Tippy Canoe and Canada Too*. Bobbs-Merrill Co., c1946. 249p. \$2.00.

The author of *Salt and Pepper* has done another book on all of his animal friends. This time the establishment of a wild animal sanctuary is the goal and it is achieved. Grades 4-6.

CARMER, CARL. *For the Rights of Men*. Hinds, Hayden and Eldredge, Inc., c1947. 64p. \$2.00.

In the face of tremendous odds, some daring Americans—Altgeld, Lovejoy, Lyon, Garrison, Zenger, Prendergast, Jefferson, and Paine won the rights of free men. They are immortalized by the dramatic pen of Carl Carmer in eloquent stories of how they kept those liberties. Illustrations are reproductions of old prints. Grades 7-9.

CAVANNA, BETTY. *Secret Passage*; illustrated by Jean MacLaughlin. John C. Winston Co., c1946. 216p. \$2.00.

Sally found Richmond the most delightful place to visit. When she went home she found even more excitement for she found a secret passage which she later learned was a part of the underground railroad. Grades 6-9.

COTE, PHYLLIS N. *The People Upstairs*. Doubleday and Co., 1946. 214p. \$2.00.

A family story about two families really, for in this small town the second floor was to be lived in by another family. Hudy wanted the Ashleys who had been theatrical people to be the ones who lived there. You'd never guess how this was accomplished. Grades 5-7.

DARINGER, HELEN F. *Adopted Jane*. Harcourt, Brace and Co., c1947. 225p. \$2.00.

An excellent story for adopted children and for other children who need to know that the adopted child is beloved. Grades 3-5.

D'AULAIRE, INGRI, and D'AULAIRE,

EDGAR P. *Pocahontas*. Doubleday and Co., c1946. unp. \$2.50.

Some people object to the idea that an Indian child would skip and dance as shown on the cover. Others think this is a delightful story and one in which the characters come alive for the readers. Grades 2-4.

DEFOE, DANIEL. *Robinson Crusoe*: Story retold by Stella and William Nida. Beckley-Cardy Co., c1947. 128p. \$1.20.

There is question as to whether third-grade children will not profit more by waiting until they can read a regular edition of *Robinson Crusoe* or by reading a rewritten edition. The theory seems to be that if they read this form they will be more interested in reading the original but that is not very likely to happen. Grades 3-6 according to the advertisement.

DE JONG, DOLA. *Sand for the Sandman*. Charles Scribner's Sons, 1946. 88p. \$1.75.

This just misses being a successful fairy story. The sandman lost their sand and so the children couldn't be put to sleep. They finally got some more at the beach.

DE LA MARE, WALTER. *Rhymes and Verses*. Henry Holt and Co., c1947. 344p. \$3.00.

All of Walter de la Mare's lovely poems for children and young people are gathered together in this one volume. De la Mare's poetry has a charm, a freshness, and a lightness of touch which appeals to adults as well as to children of all ages. He writes poems of great variety—verses about everyday things and people, about flowers and animals, the seasons and fairies. They also have a wide emotional range for there is humor, and adventure, and fantasy. *Rhymes and Verses* is a first purchase book for all lovers of poetry and for all children.

DODGE, PEGGY POLSKY. *Trillium and the Tulips*. Julian Messner, Inc., c1947. unp. \$1.25.

A fantasy with a different turn from that of Pinocchio whose nose grew long when he told a lie. *Trillium* was a little girl who on one of her bad days ate all her mother's expensive tulip bulbs. They sprouted all over her head and how she was to get rid of them was the problem. An absurdly amusing story which might or might not tend to make little girls be good or at most not too bad. Kindergarten and first grade.

ELIOT, GEORGE. *The Mill on the Floss*. Globe Book Co., c1946. 293p. \$1.56.

If an adapted edition is needed this one is all right. It has cut out the descriptive passages and what the adapter considered non-essential parts of the plot. Whether this is a book which persons who could not read a good edition of the original need the abridged plot of this one is a question upon which there is much difference of opinion.

EMERY, ANNE. *Bright Horizons*. G. P. Putnam's Sons, c1947. 218p. \$2.50.

An 18th century Boston story filled with action and drama. A story of the United States shortly after the Revolution. Grades 6-8.

EVATT, HARRIET. *The Snow Owl's Secret*. Bobbs-Merrill Co., c1946. 243p. \$2.00.

A story of the Ojibways, Bear Island, and the trading post. The author has written several stories about this locality and her readers will welcome a new title. Grades 5-6.

FROST, FRANCES. *Windy Foot at the County Fair*. Whittlesey House, c1947. 153p. \$2.00.

A delightful story of a twelve year old and his pony which he trains and enters in a race at the county fair. Here is excitement, suspense, the forming of new friendships, and the defeating of an enemy. Lee Townsend portrays the feeling and color of a typical piece of Americana, the County Fair. Grades 7-9.

GARBEDIAN, H. GORDON. *Thomas Alva Edison*. Julian Messner, Inc., c1947. 231p. \$2.50.

A story for junior and senior high-school pupils written on the 100th anniversary of the birth of Thomas Edison. It is interestingly written and contains a list of the high lights in Edison's life together with a bibliography of books about Edison.

GEHRMAN, BUNNY. *Toto*. Wartburg Press, c1946. 72p. \$1.00.

A bear story interwoven with adventure and morals. Probably of some interest to grades 4-6.

GILBERT, HELEN EARLE. *Mr. Plum and the Little Green Tree*; illustrated by Margaret Bradfield. Abingdon-Cokesbury press, c1946. unpaginated. \$1.75.

Mr. Plum was a cobbler and his tree was in the heart of New York City. What almost happened to it and how Mr. Plum came to the rescue makes a charming story. Grades 2-4.

GOUDGE, ELIZABETH. *The Little White Horse*. Coward-McCann, Inc., c1946. 280p. \$2.50.

If you know Elizabeth Goudge you will be glad that she has written a story of England in the 1840's. There is no need to try to explain the unusual quality which makes everything Miss Goudge does have that something which wins the hearts of all who read her books. This is especially for grades 5-8, and of course for adults too.

GUINAGH, KEVIN. *Search for Glory*. Longmans, Green and Co., 1946. 220p. \$2.50.

This is the story of Pilatre de Rozier. He wanted to be famous before he was thirty. He became interested in the hot-air balloon—he had the distinction of being the first

man to go up in a balloon. The book covers the period from the middle of the 1770's to the middle of the 1780's. High school.

HARPER, MARTHA BARNHART. *Red Silk Pantalettes*. Longmans, Green and Co., 1946. 228p. \$2.25.

Based upon the real grandmother of the author, the Martha Jane of the book. The period is the 1850's. Romance for the early teens.

JEWETT, ELEANORE M. *The Hidden Treasure of Glaston*. Viking Press, 1946. 307p. \$2.50.

For upper junior high school and senior high-school pupils this story of medieval England will be both interesting and informative. The "treasure" was the Holy Grail.

KEECH, EMILY. *Dandy the Decoy*; illustrated by Emily Campion. Rinehart and Co., c1946. unpaginated. \$1.00.

An amusing story about a decoy duck that looked so real that other ducks tried to teach him to dive. Grades 1-3. (Read aloud in grade 1).

KRUM, CHARLOTTE. *Read With Me*; pictures by Pauline Adams. Childrens Press, c1946. unpaginated. \$1.00.

An experiment in using large type for the part the child is to read and small type for the part the adult is to read. Attractive color illustrations. Kindergarten and first grade.

LAROM, HENRY V. *Mountain Pony*. Whittlesey House, c1946. 240p. \$2.00.

A horse story with spirited live drawings by Ross Santee. Action and adventure make this a grand book for junior high-school boys.

LEAF, MUNRO. *Flock of Watchbirds*. J. B. Lippincott Co., c1946. unpaginated. \$1.50.

A pleasantly didactic book in the Munro tradition. Teaches good manners painlessly to children, age 3-6.

LEAF, MUNRO. *How to Behave and Why*. J. B. Lippincott Co., c1946. 55p.

Another of Munro Leaf's amusing pointed stories which children love and profit by as do their elders. Kindergarten through grade three.

LOVE, KATHERINE, ed. *A Pocketful of Rhymes*. Thomas Y. Crowell Co., c1946. 134p. \$1.75.

Katherine Love as children's librarian has brought children and the pleasures of poetry together. Now as anthologist she has brought together a distinguished collection of verse for children. Here are poems about stars and rain and fairies and taxicabs; nonsense rhymes and rope-skipping rhymes; old rhymes and new. Each of the verses included have passed three tests: it must be enjoyed for its subject or its sound by the child who reads it, or to whom it is read; it must be of such quality that the

parent or teacher who reads it aloud will enjoy reading it; it must be able to give pleasure to the child throughout his life and become a part of a permanent store of beauty.

LOWE, CORINNE. *Quicksilver Bob, A Story of Robert Fulton*. Harcourt, Brace and Co., c1946. 273p. \$2.00.

A delightful story of the life and times of Robert Fulton. For junior and senior high school.

LOWNSBERY, ELOISE. *Marta the Doll*. Longmans, Green and Co., c1946. 118p. \$2.00.

A Polish story including legends, celebrations, and happy family understanding. The artist is Polish and now teaches art in Los Angeles.

LYONS, DOROTHY. *Golden Sovereign*. Harcourt, Brace and Co., c1946. 259p. \$2.00.

A horse story for girls. The author wrote *Silver Birch*, another horse story, and this is the story of the palomino colt which grew up to be a race horse. At the end Connie, the owner of both horses, has started her stables and goes off to college. High school girls.

MCCRACKEN, RUSSELL. *The Mystery of Carmen the Cow*; illustrated by Susanne Suba. Garden City Publishing Co., c1946. 32p. \$1.00.

A toy rather than a book—there are cardboard pieces to be taken out and put together to make a cow.

NUTCHUK, with ALDEN HATCH. *Back to the Smoky Sea*. Julian Messner, Inc., c1947. 225p. \$2.50.

An Eskimo story, but this Eskimo became an American and lived an interesting and successful life. Later he returned to Alaska and is now both an Eskimo and an American. High school group.

PASHKO, STANLEY. *Boy Showman*. Greenberg, c1946. 245p. \$2.50.

How to plan a carnival, a circus, a minstrel show. Especially valuable for senior high school or for workers with young adults.

SCHNEIDER, HERMAN, and SCHNEIDER, NINA. *How Big is Big?* Illustrated by A. F. Arnold. William R. Scott, Inc., 1946. unpaginated. \$1.50.

This book attempts to answer a small boy's question "How big is big?" It is done on the comparative basis. An elephant is big but a tree is bigger. A skyscraper is bigger than a tree; a mountain is bigger than a tree and so on.

STEVENSON, AUGUSTA. *Clara Barton, Girl Nurse*. Bobbs-Merrill Co., c1946. 181p. \$1.50. (Childhood of Famous Americans).

This volume of *Childhood of Famous Americans* series is a good addition to any library for young children. Grades 3-5.

TAZEWELL, CHARLES. *The Littlest Angel*; illustrated by Katherine Evans. Childrens Press, c1946. unpaginated. \$1.00.

A highly imaginative story of an angel's adventures in heaven, which would become real and heart-warming if read to children, from six up, during Christmas time. The multi-colored illustrations are cleverly worked out by Katherine Evans. The author wrote this story for radio, Helen Hayes narrated it at Christmas time, and Loretta Young recorded it for Decca.

THORNE-THOMSEN, GUDRUN. *East O' the Sun and West O' the Moon*. Row, Peterson and Co., c1946. 144p. \$1.28.

These stories are retold by an authority on folklore. The book looks a bit like a textbook but an attractive one. The folktales are beautifully illustrated by Gregory Orlott. Grades 3-5.

TOUSEY, SANFORD. *Tinker Tim*. Doubleday and Co., 1946. 41p. \$1.50.

Tim was a helper for Tinker Taylor. They lived in a horse-drawn wagon, mended things, and to Tim's delight there were several horse races. Good for remedial reading as well as for grades 4-6.

TUNIS, JOHN R. *The Kid Comes Back*. William Morrow and Co., 1946. 245p. \$2.00.

A Tunis book is always hailed with pleasure by any one working with young people. This is the Kid in *The Kid from Tomkinsville* and he is back from the war—he was injured but comes back in spite of that. Mr. Tunis always has something to say and says it in a manner which interests young people.

WEBBER, FRANK MARTIN. *Peter Painter's Merry-Go-Round*; illustrated by Vera Neville. David McKay Co., c1946. unpaginated. \$1.00.

The illustrations are better than the slight fiction fairy tale.

WILLIAMSON, HUGH P. *South of the Middle Border*. Dorrance and Co., c1946. 279 p. \$2.00.

A personal narrative of a portion of Missouri. The book was inspired by Hamlin Garland's *Son of the Middle Border* and is dedicated to him. High school.

## Education and Psychology

ANDERSON, HAROLD H., and OTHERS. *Studies of Teachers' Classroom Personalities, III*. Stanford University Press, 1946. 156p. \$2.00 (Applied Psychology Monographs, No. 11).

This is the third of a series of reports concerning the effects of teachers' personalities on childrens' behavior. The study has proved that it is possible reliably to ob-

serve and measure teachers techniques in the classroom. The procedures are too time-consuming for use in every day situations, but they offer many suggestions that might result in practical techniques.

CABOT, P. S. De Q. *Juvenile Delinquency, A Critical Annotated Bibliography*. H. W. Wilson Co., 1946. 166p. \$3.75.

A compilation of source material on this subject covering the 30 years from 1914-1944, arranged alphabetically by author with a subject index. The three fields stressed are research, prevention of delinquency, and treatment. References are mainly to American services, although selected European publications are also included.

DAVIS, FREDERIK B. *Utilizing Human Talent*. American Council on Education, c1947. 85p. \$1.25.

This was done for the Commission on Implications of Armed Services Educational Programs. All of the selection and classification procedures used in the armed forces that could possibly interest educators are described here in much detail. The results of these procedures are presented and the implications for civilian education discussed most thoroughly. This is the best single description of the personnel program in the Army and Navy that has appeared.

FLUGEL, J. C. *Men and Their Motives*. International Universities Press, c1947. 289p. \$5.00.

Flugel has written a collection of essays on subjects ranging from jealousy to the psychology of birth control. These studies are psychoanalytical in nature but touch upon subjects that are of vital interest to every reader. Unless one subscribes to the psychoanalytical foundation, however, much to disagree with will be found.

FREUD, ANNA. *The Ego and the Mechanisms of Defence*. International Universities Press, c1946. 196p. \$4.00.

For some time psychoanalysts have been shifting their attention away from the id to the ego and even to the surrounding environment. Here the daughter of the founder of psychoanalysis discusses the need for the patient to discover the meaning of his ego and sets forth principles which she has discovered in her clinical work.

GARRISON, KARL C. *The Psychology of Adolescence*, 3rd ed. Prentice-Hall, Inc., 1946. 355p. \$3.50.

A new revision of the well-known text. New chapters have been added on problems of adolescence, social development and expansion, and growth in attitudes and social behavior. New research material has been incorporated in the other chapters. A relatively simple vocabulary and general style make this a suitable text for students without much background in the field.

HAMMAN, MARY, and EDITORS OF MADEMOISELLE. *The Mademoiselle*

*Handbook*. McGraw-Hill Book Co., c1946. 196p. \$2.00.

This handbook is written for young women who are about to take their first job after graduating from high school or college. There are helpful hints on how to get and hold a job, how to dress appropriately, and how to conduct oneself in the business world.

HARRIMAN, PHILIP LAWRENCE, ed. *Encyclopedia of Psychology*. Philosophical Library, c1946. unp. \$10.00.

Though somewhat uneven in nature, this book represents an important contribution to the reference material of psychology. The majority of the articles, many of them excellent, are written by authorities in the field, for example, such individuals as Grace Arthur, Leonard Carmichael, Luella Cole, Margaret Mead, and L. L. Thurstone. The format is somewhat inferior, unfortunate in a reference book of this sort.

HENRY, CARL F. H. *Remaking the Modern Mind*. William B. Eerdmans Publishing Co., c1946. 309p. \$3.00.

An earnest development of the thesis that contemporary philosophy's extremity is historic Christianity's opportunity.

HICKS, GRANVILLE. *Small Town*. Macmillan Co., 1946. 276p. \$3.00.

A city man of the people becomes an "intellectual." Mr. Hicks moves to a small town (township) in New York, first as a summer home, later as a permanent resident. His experiences and observations in trying to become a "good citizen" are presented, together with an analysis of the significance and possibilities of life in small communities. Recommended for college and adult reading.

HUGGETT, ALBERT J., and MILLARD, CECIL V. *Growth and Learning in the Elementary School*. D. C. Heath and Co., 1946. 414p. \$3.00.

This book will be welcomed by those who are looking for a modern, general textbook on elementary education. It covers such topics as philosophy and objectives, basic growth concepts, new conceptions of the content and methods of elementary school subjects, and includes comprehensive, well-illustrated chapters on evaluation and reports. The book was written primarily for use in pre-service training, but classroom teachers and administrators will find that it gives a fresh and invigorating view of the elementary field.

JEFFERSON, LOUISE E. *Americans of Negro Lineage*. Missionary Education Movement of the United States and Canada. Colored Map 30"x40". 50c.

A pictorial map showing various fields of endeavor of outstanding Negroes.

KOTTMEYER, WILLIAM. *Handbook for Remedial Reading*. Webster Publishing Co., c1947. 179p. \$2.24.

New handbook in remedial reading designed for the classroom teacher as well as the reading specialist. The book gives practical suggestions for adjusting individual differences without regard for grade level. Every classroom teacher and supervisor should become acquainted with this well-written book.

LANDIS, CARNEY, and BOLLES, M. MARJORIE. *Textbook of Abnormal Psychology*. Macmillan Co., 1946. 576p. \$4.50.

A comprehensive textbook suitable for the undergraduate student. Material is well organized and up-to-date. The vocabulary and style are relatively simple. A glossary of terms is included.

MAPES, MARY A. *Fun With Your Child*; reprint ed. Garden City Publishing Co., c1947. 186p. \$1.00.

This is a reprint of a well-known manual of games, puzzles, etc., for young children. The games described require a minimum of equipment and do well in replenishing the exhausted repertoire of exhausted parents. The book will be particularly appreciated by the parent of a child who is home bound or the parent of the child who is ill and kept in bed.

MELVIN, A. GORDON. *Education, A History*. John Day Co., c1946. 374p. \$3.60.

In many phases a readable and scholarly book. One may be forgiven however, who wonders a bit at certain omissions. For instance, the rise of the Normal School—most significant in American education—merits more adequate treatment even in a book as compressed in space as this.

MIMS, EDWIN. *History of Vanderbilt University*. Vanderbilt University Press, 1946. 497p. \$4.75.

The story of the founding and development of Vanderbilt University is told with vivid detail and with due consideration to serious issues involved. The book reflects exhaustive detailed research, interpreted in the light of the long and wide experience of the author as student and teacher at the University. It is so broadly conceived as to constitute in effect an account of the development of higher education in the South, and of the relationship of Church and Gown in an epoch.

NIXON, H. C. *Lower Piedmont Country*. Duell, Sloan and Pearce, c1946. 244p. \$3.00. (American Folkways Book).

An interpretation of the hill regions, particularly of Alabama and Georgia. Without undue burden of figures, the situation is explained and trends are noted. The last chapter, entitled Portword, presents the author's idea of the way "from here," and is the most thought provoking of the book. There is a sprinkling of refreshing humor throughout the book.

OHIO UNIVERSITY FACULTY. *How Children Develop*. Ohio State Univer-

sity, 1946. 79p. (Adventures in Education, University School Series, No. 3).

This booklet is a concise report of an analysis of research in the field of child growth and development made by the faculty of the University School of Ohio State University. It presents in crisp statements an excellent overview of expected behavior for each of seven developmental levels divided into the areas of Health, Security, Achievement, and Interests and Appreciations.

*The Psychoanalytic Study of the Child*, Vol. II. International Universities Press, c1947. 424p. \$7.50.

This is the second of an Annual published by a group of prominent psychoanalysts concerning the progress psychoanalysis has made in studying young children. The volume contains papers on laughter, twins, enuresis, schizophrenia, and seventeen other relevant topics. Many of these papers are thought-stimulating, but a few tend to confuse the reader rather than to clarify important issues for him.

PURDY, CLAIRE LEE. *Gilbert and Sullivan*. Julian Messner, Inc., c1946. 276p. \$2.50.

The story of Gilbert, the author, and of Sullivan, the composer, and how they worked and quarreled together under the wise urging of Carte to produce the series of Gilbert and Sullivan musical comedies. The story of each collaboration, and of each comedy, is sketched. The drawings by Eric Godal are all too few.

RANSOM, STEPHEN WALTER. *The Anatomy of the Nervous System*, 8th ed., revised by Sam Lillard Clark. W. B. Saunders Co., 1947. 532p. \$6.50.

This 8th edition of the standard text on the *Anatomy of the Nervous System* has all the advantages of the previous editions and many improvements. The illustrations are large and clearly presented, the discussion is lucid and well organized, and the format is pleasing and easy to read.

ROBINSON, F. P. *Effective Study*. Harper and Brothers, 1946. 262p.

A revision of *Diagnostic and Remedial Techniques for Effective Study*, published in 1941. The revision has clarified much of the previous discussion and has added a section dealing with higher level work skills. This is an effective book.

STONE and SMALLEY. *Manuscript, Basic Handwriting*. Charles Scribner's Sons, c1946. 64p. ea. 48c ea. (Books I, II, III).

These workbooks of manuscript writing are for grades one, two, and three. They are both attractive and functional. They will provide a stimulus and pleasure in teaching children to write well.

STRECKER, EDWARD A. *Their Mother's Sons*. J. B. Lippincott Co., c1946. 220p. \$2.75.

A series of highly popularized discussions

of neurotic behavior as arising from the childhood experiences of the individual with special reference to the individual's relationship with his mother. Emphasizes especially what the author calls "momism," meaning the overprotective, highly emotionalized approach apt to be taken by the emotionally immature parent.

TIL, WILLIAM VAN. *Economic Roads for American Democracy*. McGraw-Hill Book Co., 1947. 252p. \$2.50.

This little book is one of a series of important publications sponsored by the Consumer Education Study of the National Association of Secondary School Principals. Its purpose is to help the future citizen to examine five major current economic roads which lie before him. The book is written in a lively, conversational style and should appeal to the enterprising teacher who is interested in the civic growth of our youth.

WAGENKNECHT, EDWARD, ed. *When I Was a Child*. E. P. Dutton and Co., 1946. 477p. \$4.00.

A delightful anthology of memories of childhood from the writings of forty-one persons of note. Teachers and parents will find the reading of these selections a pleasant way to gain increased understanding of children.

WISE, J. HOOPER, and OTHERS, eds. *Exercises and Tests for the Meaning in Reading*, rev. ed. Harcourt, Brace and Co., 1947. 92p. 50c.

Contains exercises and timed reading selections and tests to accompany the essays and articles in *The Meaning in Reading*, revised edition. After each exercise, helpful suggestions for improving comprehension are given. The booklet is valuable for high school and college freshman to improve their reading ability.

YATES, ELIZABETH. *Nearby*. Coward-McCann, Inc., c1947. 276p. \$2.75.

A stimulating novel concerned with the relationship between people, the necessity for practicing democracy instead of just talking it. The setting is a small village and the principal character is an idealistic young teacher of the one-room school who believes "that the purpose of education is to help the child to think."

## Health and Physical Education

CRAIG, W. S. *Child and Adolescent Life in Health and Disease*. Williams and Wilkins Co., 1946. 667p. \$7.00.

This is an interesting book on social pediatrics. It covers social history of children in Great Britain from the beginning of the industrial era to the present day. Part One is devoted to history. Part Two gives a detailed account of the care of the child and adolescent in health and disease. Parts Three and Four have to do with legislation and future planning. Along with a wealth of information, the writer stresses the need for careful evaluation of programs effecting children as well as the need for

careful plans for the future. This is a good reference book, especially helpful for doctors, nurses and social workers.

FEDERAL SECURITY AGENCY. *Practical Nursing*. U. S. Government Printing Office, 1947. 144p. 55c.

The analysis of the practical nurse occupation and the suggestions for organization of training programs are very timely. It should be very helpful to those who are responsible for developing an educational program for practical nurses.

HEIDGERKEN, LORETTA E. *Teaching in Schools of Nursing*. J. B. Lippincott Co., c1946. 478p. \$4.00.

This is a well-organized book presenting principles and methods of teaching in nursing. There are six compact units covering factors in the teaching-learning situation, aims and objectives, learning activities, planning and organization of learning activities, methods of teaching audio-visual aids, and evaluation of teaching. The entire book follows sound educational principles. It should be useful for beginning as well as experienced teachers. With little adaptation, it will be useful in teaching in the field of public health nursing as well as the hospital situation.

OLSON, Lyla M. *Improvised Equipment in the Home Care of the Sick*, 4th ed. W. B. Saunders Co., 1947. 265p. \$1.50.

This revised edition on improvised equipment would be helpful to anyone nursing in a home situation. Students in a school of nursing, who are acquainted only with expensive equipment, would profit by an acquaintance with some of the means for improvising.

ROBINSON, VICTOR. *White Caps; the Story of Nursing*. J. B. Lippincott Co., c1946. 425p. \$3.75.

The writer has given a dramatic history of nursing, beginning with the Hebrew Era as recorded in the Bible and continues on through World War II. His presentation is most interesting, showing the difficulties encountered and the progress of an outstanding profession. He handles a wealth of information in a most fascinating way.

## Literature

ASWELL, JAMES R. *Native American Humor*. Harper and Bros., c1947. 396p. \$3.75.

A selection of humorous writings of American authors. As in all anthologies the quality of the selections vary, and one wonders why some of them were included. Some of the selections are quite crude and not very funny.

BARNES, NANCY. *The Wonderful Year*. Julian Messner, Inc., c1946. 185p. \$2.50.

This is an excellent story with lots of action and plenty of humor. It won the Julia Ellsworth Ford Foundation award. Especially recommended for grades 5-7.

BLUNDEN, EDMUND. *Shelley*. Viking Press, 1947. 388p. \$3.75.

A new biography of Shelley by a British poet who is also a fine scholar and critic, gives the general reader the most lucid one volume account of a stormy and controversial life. Within its scope, it makes sufficient use of the slowly accumulated Shelley scholarship of the last half century. Although it is less a reference work than an acquisition for one's personal library, the English teacher may find it to be the most suitable biography for both high school and college students.

BORCHERS, GLADYS L., and WISE, CLAUDE M. *Modern Speech; An Introduction to Speaking and Understanding*. Harcourt, Brace and Co., 1947. 522p. \$3.25.

The viewpoint of this excellent textbook for fundamentals of speech is functional, stressing application of the principles involved. In addition to the things usually found in such textbooks, much attention is given to audience training, going beyond "mere listening" to creative understanding, stressing this often overlooked part of the speech cycle. Another particularly good section deals with pronunciation, giving due consideration to correct speech in each of the three broad pronunciation regions of the United States, and making particular suggestions for improving the pronunciation habits of foreign-born Americans. The book, whose material, I think, is excellently chosen and presented, gives a clear, interesting, and provocative discussion, with practical suggestions for problems and exercises, of items needed for an understanding of the fundamental elements of speech.

COX, SYDNEY. *Indirections for Those Who Want to Write*. Alfred A. Knopf, Inc., 1947. 139p. \$2.00.

This is not to be confused with a manual for writers. It is more of a commentary of what kind of folks should write, and why. Those who wish only to be sympathetic readers will enjoy it as much as those who have ambition.

DESFOSSÉS, BEATRICE. *Your Voice and Your Speech*. Cattell and Co., c1946. 224p. \$3.50.

An excellent book for just what the subtitle specifies: *Self-Training for Better Speech*. This means, of course, for the adult mind that is capable of interpreting and applying the contents. While the qualified teacher or student knows the fundamentals herein, it can serve as a reference. The principles of the international phonetic alphabet are clearly stated and these principles should be more widely taught and used.

FORBES, ROSITA. *Henry Morgan, Pirate*. Reynal and Hitchcock, Inc., c1946. 240p. \$2.50.

This exciting story based on the life of the real pirate in the 17th century will be very popular with junior and senior high school students.

GAINES, FRANCIS PENDLETON. *South-*

*ern Oratory, a Study in Idealism*. University of Alabama, c1946. 72p. \$1.75.

This entertaining little volume is composed of the Dancy Lectures delivered at Alabama College in 1945. It is generally accurate if somewhat superficial in treating a very large subject.

GRANVILLE-BARKER, HARLEY. *Prefaces to Shakespeare*, Vol. I. Princeton University Press, 1946. 543p. \$5.00.

Granville-Barker's essays are known to all scholars and are recognized as criticism and scholarship at the highest level. A must volume for every Shakespeare library.

HALLIBURTON, RICHARD. *The Royal Adventures of Richard Halliburton*. Bobbs-Merrill Co., c1947. 572p. \$3.98.

A pleasing edition of the omnibus of the first three books of this popular traveler—*The Royal Road to Romance*, *The Glorious Adventure*, and *New Worlds to Conquer* are each given in full, with a generous selection of the pictures from the original editions.

JOHNSON, MARTHA. *Ann Bartlett on Stateside Duty*. Thomas Y. Crowell Co., c1946. 204p. \$2.00.

Ann Bartlett fans will be delighted with this new volume in the series. There is greater interest in the love interest than in the vocational side of the story which is sometimes stressed in this and other semi-vocational books.

KAIN, RICHARD M. *Fabulous Voyager*. University of Chicago Press, c1947. 299p. \$4.00.

An industrious attempt to provide by detailed analysis a basis for a better and more sympathetic understanding of James Joyce's *Ulysses*.

KNAPP, SALLY. *New Wings for Women*. Thomas Y. Crowell Co., c1946. 179p. \$2.50.

A group of short biographies of women who have some part in this new world of aviation. A test pilot, a designer, a meteorologist are here. (In fact most of the fields of aviation seem to be open to women and many of them have their stories told here.) High school.

MCPHARLIN, PAUL. *Life and Fashion in America 1650-1900*. Hastings House, c1946. 40p. \$1.00. (Hastings House Americana).

This little book depicts in an interesting and authentic way the background of American life for two and a half centuries. A feature of each small volume is its pictures, selected from historic paintings or prints or specially drawn for the purpose.

MONTGOMERY, ELIZABETH R. *The Story Behind Great Books*. Robert McBride Co., c1946. 220p. \$2.00.

These brief accounts of how the books were written will not worry teachers who

may be afraid that pupils will read reviews instead of the books. These are more about the author and where the material came from than they are about the plots of the stories. Junior and senior high school.

NOLAN, JEANETTE COVERT. *Florence Nightingale*. Junior Literary Guild and Julian Messner, Inc., c1946. 209p. \$2.50.

A very human story of the founder of schools for the training of nurses. She was one of the first women who could have lived a life of ease, who took instead a part in public affairs and who made a real contribution to the future.

PAULL, GRACE. *Pancakes for Breakfast*. Doubleday and Co., c1946. unp. \$1.75.

It is hard to say whether the humorous illustrations or the accompanying text make this book, but there is little doubt that Grace Paull has written a lively account of a visit to the farm in winter. Coasting, skiing, sleigh rides, sap boiling, making jack-wax—all are described and appropriately illustrated with lithographs; some in color, some in black and white, but all in tune with the fun of the story.

RADFORD, EDWIN. *Unusual Words*. Philosophical Library, c1946. 318p. \$3.75.

A book of word origins. According to the Preface "only those words associated with some definite custom, or arising out of corrupted words of a past age, which shed light on customs and conditions, are included." Unfortunately the explanations given are not always of the same degree of accuracy and in many instances current dictionaries give better etymology than can be found in this book.

SANDERSON, IVAN T., comp. *Animal Tales*. Alfred A. Knopf, Inc., 1946. 510p. \$5.00.

This is an exceptionally well-done anthology of the great animal stories of the world by Ivan T. Sanderson, himself a noted writer-naturalist. It should bring much pleasure and enjoyment to the reader.

SARGENT, PORTER. *Mad or Muddled?* Porter Sargent, 1947. 190p. \$2.00.

Sargent always writes interestingly and the thoughts he presents are stimulating. He does not answer the question he raises—"Mad or Muddled?" He suggests very strongly, however, that our education is controlled and should be freed. He gives no substantiating evidence that man would improve his lot were he freed.

SMITH, HORATIO, ed. *Columbia Dictionary of Modern European Literature*. Columbia University Press, 1947. 899p. \$10.00.

With the increasing development in America of interest in contemporary European literature, this volume will provide the teacher and student with a handy tool. It

is the best single source of information available. Its scholarship is excellent and its scope inclusive. It should be in every college library and in every high-school library that can afford it.

SPRING, HOWARD. *Dunkerley's*. Harper and Bros., c1947. 246p. \$2.50.

London in the 1890's is the setting for the characters which first appeared in *Hard Facts* and live on in this, the second book in the trilogy. Hesba Lewisohn and Isambard Phyfe are introduced in this story and play a prominent part in it. Your interest is held until the dramatic end, although it is too short.

STILL, ALFRED. *Communication Through the Ages; From Sign Language to Television*. Murray Hill Books, c1946. 201p. \$2.75.

Here is the story of how men have conveyed messages, from the earliest known methods of signaling to radiotelephony and television, concluding with a chapter on mental telepathy. The material, in readable form, deals with these methods of communication and with the men who have made them possible.

STODDARD, ALEXANDER J., and OTHERS. *Junior English Three*. American Book Co., c1947. 530p.

The principal idea of this book is the development of self-expression, both written and spoken. Principles of grammar are painlessly presented through a variety of exercises. Throughout, emphasis is placed on learning and using good manners. The interesting presentation of this particular phase is, to me, the outstanding thing about the book.

SUMNER, G. LYNN. *Meet Abraham Lincoln*. Harper and Bros., c1946. 78p. \$1.50.

This is not a very significant addition to the growing library of Lincoln books. It is a well written series of vignettes dealing with specific aspects of Lincoln's life but adds nothing to known facts.

TABA, HILDA, Director. *Reading Ladders for Human Relations*. American Council on Education, c1947. 67p. \$1.00. (Work in Progress Series).

A selection of fiction, drama, and biography chosen to give insight into the differences—cultural, social, and inherent—between people and to develop appreciation of their common needs and values. The books are arranged by theme, in order of maturity and difficulty under the headings primary, intermediate, high school, and mature readers.

THORP, WILLARD, ed. *The Lives of Eighteen From Princeton*. Princeton University Press, 1946. 356p. \$3.75.

This book is an observance of Princeton University's 200th Anniversary. It contains biographical chapters on 18 outstanding alumni from the Revolutionary War era to the present done by alumni. Of particular

interest to Peabody is a sketch of Philip Lindsley, president of the University of Nashville, by Dr. John Pomfret. The chapters make interesting reading.

## Reference

AMERICAN LIBRARY ASSOCIATION. *Books for Adult Beginners, Grades I to VII*, rev. ed. American Library Association, 1946. 56p. 75c.

A carefully chosen graded list of books for the beginning adult reader, the immigrant, the illiterate. These books are for use in addition to, not in place of, a textbook, and serve as supplementary reading to which the learner's interests and reading ability can be transferred.

BALDWIN, SAMUEL ATKINSON. *The Story of the American Guild of Organists*. H. W. Gray Co., c1946. 80p. \$2.00.

This is a history of the organization and growth of the American Guild of Organists—a nation-wide organization with a chapter in Nashville. I can not see why we should keep it, but it would be a fine reference book for local organists and probably advanced students. I will tell our chapter about this book and that it will be in our Departmental Library Collection.

CALIVER, AMBROSE. *Sources of Instructional Materials on Negroes*, revised by Theresa B. Wilkins. National Education Association, 1946. 23p.

A selected, annotated list of books, pamphlets, articles, films, scripts and other materials suitable for elementary and secondary schools, college students, teachers, and other adults. Preceded by a classification by fields, and followed by a list of sources of information.

DORING, PAUL. *The Home Book of Money Saving Formulas*. Blakiston Co., c1946. 440p. \$1.00.

Like a book of recipes, this volume is given over to formulas for the preparation of hundreds of useful compounds used daily in the home ranging from toothpowder to soaps, disinfectants, and photographic processes. Complete instructions are given with each formula. The book would be a valuable addition to any home or school library.

FARMER, FANNIE MERRITT, 8th ed. rev. *The Boston Cooking-School Cookbook*; revised by Wilma L. Perkins. Little Brown and Co., 1946. 879p. \$2.75.

The revised edition of the Boston Cooking School Cookbook has added new charts, recipes, and menus, and includes up-to-date material on canning, freezing, jelly making, and other preservation methods. The illustrations are not as attractive as they might be. If there were some colored pictures in the book and photographs of foods it would improve the book very much.

*Have You Read 100 Great Books?* Jasper Lee Co., c1946. 79p. \$1.00.

Twenty-five well-known lists by famous literary folk, a master list of 1000 titles, and a selection of 100 great books everyone should read. Extracts from thirty great books.

HENDERSON, ALGO D., and HALL, DOROTHY. *Antioch College*. Harper and Bros., c1946. 280p. \$3.00.

Antioch College, Horace Mann's "little Harvard of the West," has blazed a trail of liberalism through higher education. This readable volume affords a close-up view of its design, philosophy, and operation. As I credo, a description, and an evaluation, this story of Antioch College is stimulating reading for educators.

*Information Please Almanac, 1947*, edited by John Kieran. Doubleday and Co., c1947. 1014p. \$2.00.

"A comprehensive reference book of world facts and a record and review of the year." An excellent index and no advertising.

KENDALL, HELEN W. *The Good Housekeeping Housekeeping Book*. David McKay Co., c1947. 491p. \$3.00.

A member of the staff of Good Housekeeping Institute has gathered suggestions for good ways of doing necessary things about the house, including care of clothing. The arrangement is under fourteen headings, and the index is pretty good.

KIERZEK, JOHN M. *From Reading to Writing*. Macmillan Co., 1946. 319p. \$1.75.

A book with eleven topics on which readings are given. Following each writing from some well-known person are some specific exercises. At the end of each topic there is an opportunity for individual writing called writing laboratory. Here five or more definite ideas are given for definite writing that can follow in one's experience the illustrations given before. A well-developed plan following the suggestion given in the title.

MASON, R. E. *How to Write Letters That Get Jobs*. Marcel Rodd Co., c1946. 192p. \$1.98.

In this unusual book there is no mention of punctuation, grammar, or style. The author has a style and technique all his own which he has used quite successfully. One of the novelties suggested is the omission of salutation. In place of the salutation, the author uses an attention-getting, introductory phrase which blends into the first paragraph. For him, it has been apparently successful. The book does contain many useful ideas for the writing of letters of application.

POTTER, THELMA M. *An Analysis of the Work of General Clerical Employees*. National Association of Business Teacher-Training Institutions, 1945. 59p. 50c.

This booklet is an abstract of a doctoral study at Columbia University. It combines objectivity with clarity of expression and utility of materials. It should be of great value to curriculum planners and business teachers who have a genuine concern about the usability of the things they are teaching.

ROMBAUER, IRMA S. *A Cookbook for Girls and Boys*. Bobbs-Merrill Co., c1946. 243p. \$2.50.

The range of recipes and other features make this one of the most complete cookbooks available for young people. The directions are given step by step, each ingredient being introduced where it is to be used and printed in boldface type. Special features include definitions of cooking terms, drawings of utensils, tables of measurements and equivalents, and table-setting directions. Although written especially for young people, the adult beginner would find the cookbook a valuable guide to a first course in cooking.

TENNESSEE STATE DEPARTMENT OF EDUCATION. Division of Libraries. *Catalog of Library Books for Elementary Schools, 1946-1947*. Tennessee Book Co., 1947. (8) 1-39, i-xxip.

A useful selected list of 1,330 titles, grouped by the Dewey Decimal Classification scheme, and followed by indexes by author and by title. Inclusive grade levels are indicated. Outline of state plan for state aid for libraries, approved library lists, and purchasing procedures.

WILLS, ROYAL BARRY. *Houses for Good Living*. Architectural Book Publishing Co., c1940; revised 1946. 112p. \$4.00.

A well-known architect gives 18 pages of practical suggestions to home builders and illustrations with floor plans of 38 homes.

WINTERICH, JOHN T., in collaboration with DAVID A. RANDALL. *A Primer of Book-Collecting*, rev. and enlg. ed. Greenberg, c1946. 226p. \$3.00.

Sensible guidance for the amateur who "feels a definite urge to collect books as books."—presented entertainingly.

## Religion

FOSDICK, HARRY EMERSON. *On Being Fit to Live With*. Harper and Bros., c1946. 219p. \$2.00.

A selection of twenty-five sermons from the period following World War II. Dr. Fosdick's ability to interpret current situations in terms of eternal truth makes of each sermon a living revelation. Thoughtful readers will welcome this volume.

GOODSPEED, EDGAR J. *How to Read the Bible*. John C. Winston Co., c1946. 244p. \$2.50.

This is an excellent introduction to the Bible written by an authority in the study

of the Bible. For senior high school and adults.

MOEHLMAN, CONRAD H. *The Church as Educator*. Hinds, Hayden and Eldredge, c1947. 184p. \$2.00.

Designed "to put the religious phase of the breakdown of the medieval religious synthesis in proper perspective," this volume, thoroughly humanistic in its point of view and out and out in its commitment to the historical approach, concludes that "only when the study of the Bible is humanized can it again become meaningful to the average American child."

## Science and Mathematics

BEAVER, WILLIAM C. *General Biology*, 3d ed. C. V. Mosby Co., 1946. 820p. \$4.75.

This new edition retains the best features of previous editions but puts more emphasis on human biology, conservation, water supplies, sewage disposal, penicillin, and viruses. The pronunciation and derivation of terms receives special consideration. An excellent, thorough-going textbook.

BENNETT, H., ed. *Concise Chemical and Technical Dictionary*. Chemical Publishing Co., 1947. 1055p. \$10.00.

An enlargement of a previous dictionary by the same author, this volume contains over 50,000 definitions, some useful tables and pronunciation lists with emphasis on chemistry. Chemical compounds have given the formula, important physical characteristics, and usually an important use.

BRUES, CHARLES T. *Insect Dietary*. Harvard University Press, 1946. 466p. \$5.00.

An exceedingly useful summary of the food relations of insects, for economic entomologists, ecologists, and general biologists. The bibliographies at the end of the chapters will be useful introductions to the literature for young entomologists.

EMERSON, ARTHUR I., and WEED, CLARENCE M. *Our Trees, How To Know Them*, 5th ed. J. B. Lippincott Co., c1936. 295p. \$3.00.

A fascinating book combining excellent photographic halftones and interesting discussions of common trees. Planned to increase one's acquaintance with trees.

GRAVES, LAWRENCE M. *The Theory of Functions of Real Variables*. McGraw-Hill Book Co., 1946. 300 p. \$4.00.

This book is a scholarly treatment of an important portion of mathematical theory

HUTCHINSON, THOMAS H. *Here is Television*. Hastings House, c1946. 366p. \$4.00.

This book presents the story of television from its beginnings. It treats the functions of television machinery accurately in a popular manner and describes television

programs in detail. The probable future of television is described with considerable emphasis given to commercial aspects. Physical features of the book are very desirable.

LEMON, HARVEY BRACE. *From Galileo to the Nuclear Age; An Introduction to Physics*. University of Chicago Press, c1946. 451p. \$5.00.

An unusually well-illustrated book with a popular approach to technical physics, and suitable for a general course in physical science for college students. Revised edition.

MEES, C. E. KENNETH. *The Part of Science*. John Wiley and Sons, c1946. 250p. \$3.00.

A philosophical and historical treatment of science, this book includes discussion of science through the ages, and especially the significance on present civilization; the development of a scientific method which is finding ever-widening uses in modern technology; and largely how physics, chemistry, and biology have emerged as great science fields. Attention is given to science problems as they relate to our social structure also.

PERRY, JOSEPHINE. *The Rubber Industry*, rev. ed. Longmans, Green and Co., 1946. 127p. \$2.00. (America at Work Series).

This is a new, enlarged, and completely revised edition of the earlier volume on rubber. It brings the use of rubber up-to-date with the use of synthetic rubber during World War II.

SINNOTT, EDMUND W. *Botany, Principles and Problems*, 4th ed. McGraw-Hill Book Co., 1946. 726p. \$4.00. (McGraw-Hill Publications in the Botanical Sciences).

This new edition of a standard textbook has been revised to include some of the newer material on antibiotics, plant tissue culture, hydroponics, viruses, and the use of "tagged" atoms, among others. The excellence of the early editions has been maintained.

WESTINGHOUSE EDUCATIONAL FOUNDATION. *Science and Life in the World*, Vol. I, II, III. Whittlesey House, c1946.

The three volumes contain the lectures sponsored by the Westinghouse Electrical Foundation on the subject of the latest developments relating to science and civilization. The lectures were clearly and simply given and afford an interesting and valuable reading in current science and its applications to industrial life.

WOLCOTT, ROBERT H. *Animal Biology*. McGraw-Hill Book Co., 1946. 719p. \$4.00. (McGraw-Hill Publications in the Zoological Sciences).

This new edition has in part been rewritten to include the newer knowledge on parasitic protozoa and worms, inheritance

in animals and man, vitamins and hormones, etc. A standard and useful textbook.

## Social Science

AMBRUSTER, HOWARD WATSON. *Treason's Peace*. Beechhurst Press, c1947. 438p. \$3.75.

The book is the author's story of the I. G. Farben Chemical and Dye Industry's machinations. His story would indicate that I. G. Farben was so strong it practically controlled some of America's largest industries and had our own government in the palm of its hand. The author would have accomplished more had he not tried to do so much.

AMES, JESSE H. *Our Land and Our People, The Progress of the American Nation*. Webster Publishing Co., c1946. 704p. \$2.24.

This is a textbook in American history for the junior high school. Considerably more than half of the volume is concerned with the story of America prior to 1865. It is clearly written, with good learning exercises at the end of each of the nine units.

*The Atomic Age, Battle for Peace and Security*. Eastern Printing Co., 1946. 64p. 75c. (Education For One World, Vol 2).

This is the yearbook of the New York Teachers Union, an organization of teachers affiliated with the C.I.O. The volume includes papers on educational problems in this age of atomic energy as well as other social and economic subjects.

AULT, WARREN O. *Europe in Modern Times*. D. C. Heath and Co., c1946. 859p. \$5.00.

This is a college textbook in modern European history. The story is divided roughly at 1815, with some added emphasis on the more recent side. There are many excellent maps and illustrations. The bibliographies are organized by chapters and are short but well selected.

BUCHANAN, NORMAN S. *International Investment and Domestic Welfare*. Henry Holt and Co., c1945. 249p. \$3.75.

A brief but excellent presentation of the factors affecting world trade and world rehabilitation following World War II. Brief but valuable statistics are given on capital formation past and present. Data also are given showing the destruction of productive capital during the war. The need for foreign investments is shown. Care and guidance in the use made of foreign loans is implied.

BURGESS, W. RANDOLPH. *The Reserve Banks and the Money Market*, rev. ed. Harper and Brothers, 1946. 380p. \$3.00.

This revised edition is not a great improvement of the earlier editions which gave an excellent presentation of the Federal Reserve System and how it functions.

A little more time and care would have brought the revised edition to date and of equal quality and service to the previous editions. As it stands, the book is superior to the average in its field.

BURNS, ARTHUR F., and MITCHELL, WESLEY C. *Measuring Business Cycles*. National Bureau of Economic Research, 1946. 560p. \$5.00. (Studies in Business Cycles, No. 2).

A scholarly presentation of the methodology involved in the analysis and presentation of the data relating to business phenomena. The volume is a valuable addition to the literature on business cycles and will prove helpful to anyone studying this intriguing field.

COLCORD, JOANNA C., revised by DONALD S. HARVARD. *Your Community*. Russell Sage Foundation, 1947. 263p. \$1.50.

A revision of Colcord's well-known guide for community study and community understanding. Procedures have been brought up to date, which is good, and further formalized, which is not so good. It is still a usable guide.

DEWEY, EDWARD R., and DAKIN, EDWIN F. *Cycles, the Science of Prediction*. Henry Holt and Co., c1947. 255p. \$3.00.

The authors hold that phenomena both physical and social occur in a rhythmic order. The ebb and flow in physical and social phenomena are periodic. They give considerable data and graphs to sustain the theory. An unusually stimulating book. Should be read and studied by all interested in business cycles.

DIMOCK, MARSHALL E., and DIMOCK, GLADYS O. *American Government in Action*. Rinehart and Co., c1946. 946p. \$4.50.

A college textbook in political science organized along functional lines. It is at once an introductory study of American government and of the principles of political science. The text is complete, well-organized, and clearly written.

DUBOIS, W. E. BURGHARDT. *The World and Africa*. Viking Press, c1947. 276p. \$3.00.

Dr. DuBois' basic thesis, that world history has been distorted by the omission of Africa's role, is undoubtedly sound. Unfortunately, however, his passion, understandable though it is, and his sweeping generalizations based on scanty evidence have kept him from writing a historically sound book which would correct this deficiency.

EDMUNDS, STERLING E. *Struggle For Freedom*. Bruce Publishing Co., c1946. 309p. \$4.50. (Science and Culture Series).

A discussion of Anglo-American liberty by a lawyer who believed that the initiative

and referendum, direct election of senators, federal income taxes, and federal social legislation have unfortunately changed our government from a republic to a democracy. Somewhat interesting from the author's point of view, but not recommended as a historical work.

FAULKNER, HAROLD UNDERWOOD, and KEPNER, TYLER. *America; Its History and People*. Harper and Bros., c1947. 949p. \$4.00.

The fourth edition of a well-known American history textbook designed for use in the senior high school. Its organization and content is essentially unchanged, except for new material dealing with recent American foreign relations.

FISHER, DOROTHY CANFIELD. *American Portraits*; pictures by Enit Kaufman. Henry Holt and Co., c1946. 318p. \$3.75.

A most interesting group of studies of some sixty-eight prominent present-day Americans. Mrs. Kaufman a European portrait painter, does a sketch of each, and Miss Fisher accompanies it with a brief biographical statement. The book is recommended both to those interested in contemporary society and to students of art.

GLASS-PLESHING, MAX. *Liberation From Yesterday*. Beechhurst Press, c1947. 672p. \$5.00.

A confident and detailed analysis of the world today and the problems which it faces. The outlook is somewhat optimistic and characterized by a faith in the future. As for the United States, the author asserts that she must move to collectivism or be submerged.

HANSEN, ALVIN H. *Economic Policy and Full Employment*. Whittlesey House, c1947. 340p. \$4.00.

The author advocates a controlled economic society in order to obtain full employment. Employment to Dr. Hansen means a job waiting for the worker at all times. It does not imply that the worker is engaged in production; merely that he may work if he so desires. His is a totalitarian state and not even a beneficial one necessarily.

HAVIGHURST, WALTER. *Land of Promise*. Macmillan Co., 1946. 384p. \$3.00.

This is a history of the Old Northwest from its earliest days to the present. It is colorfully-written throughout and, at the same time, retains a scholarly tone. It is recommended to anyone wishing a more complete account of the development of the Northwest Territory.

HAZLITT, HENRY. *Economics in One Lesson*. Harper and Bros., c1946. 222p. \$2.00.

One of the best books published on practical everyday economics. The author points out in a simple, convincing way the many fallacies held by present day "do

gooders." He shows how and why the many well-intentioned reforms in our social order fail to improve our daily life. Economic laws cannot be violated with impunity. This book deserves a wide reading.

HUSZAR, GEORGE B. de, ed. *Persistent International Issues*. Harper and Bros., c1947. 262p. \$3.00.

A defense of the thesis that the U.N. must establish preventive policies concerning relief and rehabilitation, displaced persons, health, food and agriculture, transportation, industry and trade, money and finance, labor, politics and education.

HUXLEY, JULIAN. *UNESCO: Its Purpose and Its Philosophy*. Public Affairs Press, c1947. 62p. \$1.00.

An authoritative (though not an official) statement by the Director General of the agency created "to contribute to peace and security by promoting collaboration among the nations through education, science, and culture."

KOCH, ADRIENNE, and PEDEN, WILLIAM, eds. *The Selected Writings of John and John Quincy Adams*. Alfred A. Knopf, Inc., 1946. 413p. \$4.50.

An excellent collection of almost two hundred of the more important writings of two American presidents. A biographical introduction of both father and son prefaces the selections. There are also helpful introductory notes to most of the selected sources.

LINDSTROM, DAVID E. *Rural Life and the Church*. Garrard Press, 1946. 205p. \$2.50.

A revision of *The Church in Rural Life* by the same author. The point-of-view is the same: the church must be concerned with the whole man, economic, social intellectual, and physical, as well as spiritual.

MAUROIS, ANDRE. *Washington; The Life of a Patriot*. Didier Publishers, c1946. 71p. \$2.00.

This is a brief, interestingly-written biography of Washington, intended primarily for youthful readers. There are numerous excellent illustrations.

*Minnesota, the North Star State in Pictures*. Itasca Press, 1946. unpag. \$1.25.

A little book full of interesting facts and beautiful pictures about Minnesota. These photographs show her physical beauties; her cities great and small; and her friendly villages. They picture her industries, mines, and agriculture, and show how her people work and play.

*Registration For Voting in the United States*, rev. ed. Council of State Governments, 1946. 103p. \$1.00.

A careful tabulation of voter registration laws and practices in the several states, including the regulations for purging the lists. The trend is toward permanent registration, but the regulations vary widely and opportunities for abuse are manifold in many states. The South shows up very unfavorably in the picture.

ROBERTS, W. ADOLPHE. *Lake Pontchartrain*. Bobbs-Merrill Co., c1946. 376p. \$3.50. (The American Lakes Series).

This is an interesting account of the discovery and subsequent settlement of the countryside around Lake Pontchartrain. It contains much of the early history of New Orleans. The impact of French, Spanish, and Negro cultures on the swampy, humid, sub-tropical delta land makes a colorful narrative rather than a dull accounting of historical data. A valuable reference for social science students in high school or college.

STARKEY, MARION L. *The Cherokee Nation*. Alfred A. Knopf, Inc., 1946. 355p. \$3.50.

This is a comprehensive story of the Cherokee Indians from their earliest origins to the present. The study is exhaustive, sympathetic, and well written.

STERN, BERNHARD J., and SMITH, SAMUEL, eds. *Understanding the Russians*. Barnes and Noble, Inc., c1947. 246p. \$2.75.

The publishers herewith add another to their growing list of survey books. This is a collection of information-packed articles from as different sources as *Fortune* and *New Masses*. Selections cover important phases of Russian life and culture. Russophobes will contend, perhaps rightly, that the treatment is too sympathetic. Best used as reference at college level.

THOMPSON, WARREN S. *Population and Peace in the Pacific*. University of Chicago Press, c1946. 397p. \$3.75.

A powerful attack by a sociologist and population specialist on Western imperialism in the Pacific. The author's thesis is that the tremendous growth of Oriental populations plus the vast untapped natural resources of Pacific colonial areas are war explosive forces. The alternative to war in the industrialization of the East with the aid of the West. The biggest danger and opportunity belong to the United States.

VAN DE WATER, FREDERIC F. *Lake Champlain and Lake George*. Bobbs-Merrill Co., c1946. 381p. \$3.50.

The seventh published volume in the well-known American Lake Series. It is a colorfully-written regional account with particular emphasis on the events of the Revolutionary War period, but with a sufficient concern, also, for more recent development in this great valley.

WHALEN, FRANK D., and PARKHILL, WILSON. *Founders of Our United States*. Noble and Noble, Inc., c1946. 294p. \$1.50.

A junior-high-school textbook carrying the story of America to the inauguration of Washington. It contains twelve units with learning exercises at the end of each. The book is amply illustrated.

WHALEN, FRANK D., and PARKHILL,

WILSON. *Our United States*. Noble and Noble, Inc., c1946. 444p. \$2.00.

A junior-high-school textbook in eleven units, covering the period from 1789 to the present. Considerable attention is given to America's role in world affairs. The illustrations are well done.

WHITTAKER, EDMUND. *Elements of Economics*. Longmans, Green and Co., 1946. 393p. \$3.50.

The author writes clearly and in a very simple style—easy to understand. Some statements are hard to harmonize. For example on page 235 we read "In a dynamic economy, residual gains and losses to disappear," and in the next paragraph we are told "But in a changing world the phenomenon of residual gains and losses remains." The title of the book embraces a larger field than is discussed in its contents.

### Textbooks and Workbooks

ALLEN, IDA BAILEY. *Pressure Cooking*. Garden City Publishing Co., c1947. 403p. \$2.50.

A cook book that takes account of the possibilities of high pressure cooking.

AVERY, MADALYN. *Household Physics*, rev. ed. Macmillan Co., 1946. 470p. \$4.50.

This book presents physics in a non-technical manner, practical and inclusive, but often very superficial. A good text for physics of home economics.

BARNES, GRACE. *Speech Sounds*. D. C. Heath and Co., c1946. 129p. \$1.80.

A book of American speech sounds. It will not be of service to speech authorities or to students who want distinctions or fine shades of sounds, since it does not touch on the International Phonetic Alphabet. However, there are many Americans who would do well to master the 43 sounds of General American speech before attempting finer distinctions in speech. The organization, form, diagrams, and exercises are good.

BARUCH, DOROTHY, and MONTGOMERY, ELIZABETH. *The Girl Next Door*. Scott, Foresman and Co., c1946. 256p. \$1.20. (Health and Personal Development).

The fourth-grade book in the Health and Development series. Well illustrated in both black and white and in colors, with vocabulary list and notes for the teacher at the end. Has story plot throughout the book, also picture-work pages and simple factual discussions. Style seems immature for fourth grade.

BEAUCHAMP, WILBUR L., and OTHERS. *Everyday Problems in Science*. Scott, Foresman and Co., c1946. 752p. (Basic Studies in Science).

A revision of a book by the same title, with new pictures, but with little change otherwise. Additional exercises make selection of activities possible.

BEAUCHAMP, WILBUR L., and OTHERS. *Teacher's Guidebook for Everyday Problems in Science*. Scott, Foresman and Co., c1941. 426p.

A helpful book for teachers using the textbook of general science it accompanies. It gives suggestions for teaching, movies, pamphlets, and other materials useful in presenting the basic aspects of science.

BENNETT, ELIZABETH H., and OTHERS. *Teacher's Guide to Dreaming and Daring*. Silver Burdett Co., c1947. 126p. 60c.

A 24-page introduction "Literature and Children" is given. Plans for each story are made from the viewpoint of enjoyment and appreciation, expanding interests, clarifying meanings, and for further reading. A list of books for reading aloud with the children and a list dealing with children's literature for the teacher is given.

BENNETT, ELIZABETH H., and OTHERS. *Teacher's Guide to Wonder and Laughter*. Silver Burdett Co., c1947. 128p. 60c.

A guide for elementary teachers—an introduction entitled "Literature and Children" stresses means of meeting children's literary needs. Books for reading aloud with children are listed as well as the publishers.

BENNETT, ELIZABETH H., and OTHERS, comps. *Dreaming and Daring. Wonder and Laughter. High Road to Glory*. Silver Burdett Co., c1947.

A literature series for grades four, five and six. The content is based on the needs and the interest of children. Nearly all types of juvenile literature are represented—traditional fanciful tales, modern fanciful stories, realistic stories, and poetry. The authors have kept in mind individual differences of pupils and therefore have included in this series stories of varying reading difficulty with the range of an average class group.

BLANCHARD, CLYDE I., and SMITH, HAROLD H. *Typing For Business*, advanced course. Gregg Publishing Co., c1946. 371p.

Like other texts by the same authors, this is an excellent book. However, Peabody is not now offering advanced courses in typewriting.

BLANCHARD, CLYDE I., and SMITH, HAROLD H. *Typing For Business, Two-Year Course*. Gregg Publishing Co., c1946. 374p.

A splendid text, but slanted more for Business Colleges than for colleges like Peabody. This is also a two-year course which makes it unsuited for the present curriculum in typewriting at Peabody.

BUTTS, R. FREEMAN. *A Cultural History of Education*. McGraw-Hill Book Co., 1947. 726p. (McGraw-Hill Series in Education).

While this book is in spots curiously uneven it is generally one of the most serviceable texts in the field to have appeared in recent years.

CARPENTER, FRANCES. *Our Neighbors Near and Far*. American Book Co., c1946. 222p.

A careful check with the 1933 edition shows this to be essentially a reprinting rather than a revision of an excellent book. However, the photographs have been brought up-to-date. It will doubtless continue to be one of the best geography texts for beginners.

CHAPMAN, LUCY H., and CAULEY, THOMAS. *Language Skills, Grade Ten*. Harcourt, Brace and Co., 1947. 491p. \$1.72.

A good high-school textbook consisting of language skills as applied to practical experiences. Most teachers will find helpful the extra drills and diagnostic test which begins each chapter. The skills herein are introduced so as to make writing and punctuation effective but not burdensome.

DAVIS, IRA C., and SHARPE, RICHARD W. *Science, A Story of Discovery and Progress*, new ed. Henry Holt and Co., c1947. 538p. \$2.36.

A well-illustrated and clearly written textbook of general science for the high school, which is arranged to study nature at the best season of the year. Includes word study, suggested activities, and demonstration at intervals in the chapters, with summary questions at the end of the chapters.

FASH, BERNICE. *Body Mechanics in Nursing Arts*. McGraw-Hill Book Co., 1946. 130p. \$2.75. (McGraw-Hill Series in Nursing).

This excellent material should be used by Nursing Arts instructors and students in Schools of Nursing. It should help the nurse to become critical of her own body mechanics and also help her to give safe and comfortable care to the patient.

FERNALD, JAMES C. *English Grammar Simplified*, rev. ed. Funk and Wagnalls Co., c1946. 270p. \$1.50.

Although the publishers call this a "revised edition," the revision is negligible. The book is out-of-date as to linguistic theory and cheaply printed on a poor grade of paper.

FREEMANTEL, FREDERIC. *How to Improve Your Speaking Voice*. Freeman-tel Voice Institute, c1946. 194p. \$3.00.

Extensive study of voice and speech in England is strongly reflected in tendencies toward British pronunciation in teaching American speech. And, used with discretion, many of the exercises are valuable. Combining speech training with music practice and stressing vowel sounds from the pattern of the book.

GRAY, DWIGHT E. *Man and His Physical World*, 2nd ed. D. Van Nostrand Co., 1946. 699p. \$4.25.

This is a textbook for a junior-college survey course in the physical sciences. The content is well organized and is accompanied by an ample number of pictures, illustrations, and maps. This book would be of considerable value as a reference book for a person untrained in the physical sciences.

HARRIS, JULIAN, and LEVEQUE, ANDRE. *Conversational French for Beginners*. Henry Holt and Co., c1946. 437p. \$2.70.

Striking adaption of Army-Navy language technique for civilian use. Real-life situations presented in 46 units, accompanied by 48 pages of photographs, with maps of Paris and France in end-papers. Phonetic (not phonemic) transcription of each unit, relegated to appendix. May mark new trend in modern language texts.

HART, WILLIAM L. *Essentials of College Algebra and Mathematics of Investment*, 3rd ed. D. C. Heath and Co., c1946. 126p. \$4.75.

This book appears to be a very carefully prepared text. It should prove to be a very satisfactory text in those colleges desiring a book in which materials for courses in college algebra and the mathematics of investment are combined.

HEARD, SARAH DOW., and KING, M. W. *Stories of American Explorers and Settlers*. John C. Winston Co., c1946. 262p. 80c.

Supplementary reading for intermediate grade history.

HENLE, ROBERT J. *Second Year Latin*. Loyola University Press, 1946. 639p. \$1.80.

Selections from Caesar's *Galic Wars* and readings from church Latin, with English exercises and vocabulary drills. To be accompanied by a Latin grammar by the same author. Attractively illustrated. "Excursions into backgrounds are reduced to a minimum; training, not information, is the aim and object."

HOWARD, STANLEY EDWIN. *The ABC of Accounting*. Princeton University Press, 1946. 320p. \$3.50.

This text is "prepared especially for the use of college and university students who are studying economics as a part of a curriculum of the liberal, as distinguished from the vocational or professional, type." It uses the Balance Sheet approach. Controlling accounts and the work sheet are explained. One brief chapter is devoted to cost accounting. Exercises for each chapter are included in the back of the book. This text would seem to accomplish very adequately an informational and general education objective.

IDELSON, MICHAEL N. *Mastery Units*

in *Physics*, rev. ed. Republic Book Co., c1947. 290p.

This book presents physics effectively in a simple and attractive manner. Principles are illustrated by pictures and diagrams. Theory is stated concisely and accurately; although, sufficient explanation is lacking for certain topics. Physical features of the book are very good with exception of the binding. Personal inventory and laboratory exercises are numerous. Recommended for use as a supplementary high-school text.

INGLIS, REWEY BELLE, and OTHERS. *Adventures in American Literature*, 4th ed. Harcourt, Brace and Co., 1947. 511p. \$2.80.

Modern American literature receives great emphasis in this anthology. The selections are varied enough to appeal to almost any reader and range from Jesse Stuart to Ernie Pyle. The *Growth of American Literature* comprises Part Two of the text and is an excellent survey of our literary heritage.

KNOLLE, DOROTHY NELL. *Exploration*. John C. Winston Co., c1947. 566p. \$1.96. (Adventures in Reading Series).

Exploration, the second book in the series of three *Adventures in Reading*. The purpose of the book is to introduce a fundamental basic reading program for children of junior-high level. Practice is given in the development of fundamental skills and abilities which is necessary to establish good reading habits. The book is full of valuable and interesting information.

LOHFF, GERTRUDE SHEW. *Intermediate Algebra*. Iroquois Publishing Co., c1946. 122p. 88c.

This is purely a drill book in intermediate algebra. It is merely a listing of exercises in typed groups. There are four tests given in the final pages of the book for which the title *Standard Tests* is claimed. One wonders what the meaning of standard is in this connection.

MARTIN, PAUL S., and OTHERS. *Indians Before Columbus*. University of Chicago Press, c1947. 582p. \$6.00.

A college textbook which systemically classifies archaeological knowledge about various Indian cultures. Except for good introductory chapters on the nature of archaeology and the origins of the American Indians, the work is a manual of facts which will serve the general student primarily as a reference book.

MARX, FRITZ MORSTEIN. *Elements of Public Administration*. Prentice-Hall, Inc., c1946. 637p. \$5.00.

A textbook designed to give basic understanding of the administrative structure and procedures of the federal government. The approaches are so fundamental that this book should be useful as supplementary reading for courses in business or educational administration. The collaboration of fourteen distinguished persons in making a single, coherent text is remarkable.

NEWSON, CARROLL V. *Introduction to College Mathematics*. Prentice-Hall, Inc., 1946. 344p. \$3.50 text; \$4.65 trade.

A very teachable text in junior-college mathematics. The material is carefully selected and well organized for the content of a minimum course in mathematics at the college level of instruction.

POWERS, SAMUEL RALPH, and OTHERS. *Our World and Science*. Ginn and Co., c1946. 684p. \$2.20.

A textbook designed for a one-year course in general science, it gives the high-school student challenging glimpses of the dynamic forces at work molding the surface features of the earth, controlling its climate, and affecting its plant and animal life. The harnessing of these forces to meet the needs of a changing society, the preservation of health, and the conservation of natural resources are all included as units in the text. It is interesting and provocative.

PRATT, MARJORIE, and MEIGHEN, MARY. *Have You Read?* Benjamin H. Sanborn and Co., c1946. 220p. (Supplementary Readers for the Primary Grades).

The fourth book in the Pratt-Meighen series of *Supplementary Readers for the Primary Grades*. It is designed as a second reader but will be enjoyed by children of more advanced grades because of the high interest of the stories. The stories are carefully selected old folk tales and fairy tales from a number of different countries. The illustrations are charming; forty-one are in full color and the rest in two colors.

RANDOLPH, JOHN F., and KAC, MARK. *Analytic Geometry and Calculus*. Macmillan Co., 1946. 642p. \$4.75.

This is a good text. It is refreshing in its new approach and in its effort to recognize, at the college level of instruction, the existence of individual differences in the abilities of students.

ROSS, JACOB M., and THOMPSON, BLANCHE JENNINGS. *Adventures in Reading*, 3rd ed. Harcourt, Brace and Co., 1947. 646p. \$2.20.

The essays, short stories, poetry, biography, and drama included in the anthology literally cover the earth's surface in content. The authors of the text recommend it specifically for the ninth grade.

SELLEW, GLADYS, and FURFEY, PAUL HANLY. *Sociology and Social Problems in Nursing Service*, 2nd ed. W. B. Saunders Co., 1946. 379p. \$2.75.

This second edition has been completely revamped and the content has been enriched. As a textbook it should help the student nurse to better understand social problems as they relate to nurses. The material is well organized, divided into 3 major units and 19 chapters. The questions, problems, and bibliography at the close of each chapter should be helpful to both the teacher and the student.

SISAM, CHARLES H. *College Mathematics*. Henry Holt and Co., c1946. 561p. \$3.50.

This book is a selection of topics from the customary first- and second-year courses in college mathematics. No attempt at unification or separation of separate topics has been made. The author believes "that the essential inter-dependence of the separate topics can best be exhibited" through the presentation of "the entire subject matter in a single natural and orderly sequence."

SMITH, J. RUSSELL. *Our European Neighbors*. John C. Winston Co., c1946. 246p. \$1.44.

This textbook for intermediate grades teaches geographic principles. Interest and understanding are emphasized by the presentation of the historical development relative to geographic factors. Thought-provoking exercises aid in establishing geographic concepts. Excellent pictures.

SMITH, NILA BANTON. *Learning to Recognize Words*. Silver Burdett Co., c1947. 170p. 52c.

A word recognition program for the primary grades. It covers phonics, word structure, and picture and context clues. While the material is graded the suggested program is very flexible allowing for individual differences. It would be a valuable guide to a primary teacher, particularly one using the Learning to Read Program.

SMITH, NILA BANTON. *Over Hill and Plain. With New Friends. From Sea to Sea*, 1st sem. and full ed. Silver Burdett Co., c1946. (Learning to Read Series).

Four new books in the series, *Learning to Read*, are on the market and very interesting readers they prove to be. These particular four start on the level of second semester, second grade. Its title is *With New Friends*; its new words over the previous book, 34 plus 8 new sound words. The second of the four is a first semester, third-grade reader called, *From Sea to Sea*. When following *New Places and New Friends* of the series, it contains 404 new words and 9 new sound words. *Over Hill and Plain* is the second semester, third grade and follows *From Sea to Sea*. We find 501 new words and 4 sound words. The complete third-grade reader is called *From Sea to Sea* and, following *In New Places*, contains 498 new words plus 12 sound words. As a rule there is about 90 per cent repetition of words from the previous text. The reading material has excellent variation in subject matter, from fairy stories to the latest locomotive tales. Coloring in the very natural looking illustrations is very good. These are a very valuable addition to the series, *Learning to Read*.

SONDEL, BESS. *Are You Telling Them?* Prentice-Hall, Inc., 1947. 292p. \$2.95.

Worthwhile as reading material for both speech teachers and speech students. Contains some extraneous thoughts from other fields, such as philosophy, but the reader

can easily discard that which is valueless for him.

TUITES, CLARENCE E. *Basic Mathematics for Technical Courses*. Prentice-Hall, Inc., 1946. 130p. \$3.75 text ed.

This is a text prepared solely from the point of view of the tool value of the more elementary techniques of mathematics. It seems rather carefully prepared. The appendix contains an assignment schedule.

WILSON, SHERMAN R., and MULLINS, MARY R. *Applied Chemistry*, rev. ed. Henry Holt and Co., c1947. 714p. \$2.36.

A high-school text which is well titled. It is well illustrated and written. The treatment of chemistry is definitely descriptive and practical, with just enough theory to help understanding. There are few equations, but a good glossary. Topics include the nature of matter, oxygen, hydrogen, water, fuels, foods, textiles, dyes, drugs, photography, and many others of a practical nature.

WISE, J. HOOPER, and OTHERS, eds. *The Meaning in Reading*. Harcourt, Brace and Co., 1947. 372p. \$2.00.

A separately bound booklet of exercises designed to aid college students in improving their reading, writing, listening, and speaking. The book is composed of 43 well-chosen essays and articles that should challenge students of most any vocation.

## Books Received

AMES, MERLIN M., and KINKEAD, EVALYN BAYLE. *Activity Book to Accompany America Heir of Yesterday*. Webster Publishing Co., c1947. 94p.

*Analysis of the Need for Facilities to Provide Adequate Higher Educational Opportunities for Veterans and for Graduates of Secondary Schools*, sponsored by Alpha Pi Chapter of Phi Delta Kappa. Rutgers University Press, c1946. 48p. 50c.

APPEL, LIVIA, ed. *Bibliographical Citation in the Social Sciences*. University of Wisconsin Press, 1946. 30p.

BADGER, HENRY C. *Statistics of Higher Education, 1943-44*. U. S. Government Printing Office, 1946. 75p. 20c.

BAKER, ROBERT A. *Liebe Auf Den Dritten Blick*. D. C. Heath and Co., c1946. 76p. 56c.

BARTOO, G. C. and OSBORN, JESSE. *Foundation Mathematics*. Webster Publishing Co., c1946. 252p.

BERNAY, HENRI. *L'Homme Qui Dort Cent Ans*, abridged and edited by

Otto F. Bond. D. C. Heath and Co., c1946. 83p. 44c.

BLANCHARD, WILLIAM O. *Exercises in the Geography of Europe*. D. C. Heath and Co., 1946. 93p. \$1.25.

BOATRIGHT, MODY C., and LONG. DOROTHY R. *Manual and Workbook in English*, Form B. Henry Holt and Co., c1946. 257p. \$1.25.

BOLLES, BLAIR. *Who Makes Our Foreign Policy?* Foreign Policy Association, 1947. 94p. 35c. (Headline Series).

BRITISH INFORMATION SERVICES. *British Health Services Today*. British Information Services, 1945. 27p.

BURNETT, R. WILL. *Life Through the Ages*. Stanford University Press, c1947. 48p. \$1.00.

BUSWELL, GUY T., and OTHERS. *A Workbook for Living Arithmetic*, Grades 3, 4, 8, Rev. ed. Ginn and Co., c1947.

*Career Opportunities in Aviation*. National Council of Technical Schools. 31p. 15c.

COMMITTEE ON RELIGION AND EDUCATION. *The Relation of Religion to Public Education*. American Council on Education, 1947.

DE LIZARDI, JOE JOAQUIN FERNANDEZ. *Periquillo*. D. C. Heath and Co., c1946. 58p. 44c.

DENVER. PUBLIC SCHOOLS. *Health Interest of Children*. Denver Public Schools, c1947. 121p. \$1.25.

DORF, PHILIP. *Visualized American History*. Oxford Book Co., 1946. 376p. 65c.

DORF, PHILIP. *Visualized World History*. Oxford Book Co., c1946. 342p. 65c.

DUVALL, EVELYN MILLIS. *Keeping Up With Teen-Agers*. Public Affairs Committee, Inc., c1947. 31p.

EADS, LAURA K., and BRISTOW, WILLIAM H. *The Education of Superior Children*. Board of Education, City of New York, 1945. 39p. (Curriculum Division Bulletin, No. 8).

EARLE, VANA, Illustrator. *ABC Blackboard Book*. Capitol Publishing Co., 1946. \$1.25.

FEDERAL INTERAGENCY COMMITTEE ON MIGRANT LABOR. *Migrant Labor, A Human Problem*. U. S. Department of Labor, 1947. 58p.

FEDERAL SECURITY AGENCY. *School Bus Drivers*. U. S. Government Printing Office, 1946. 38p. 10c.

FELLOWS, KATHRYN. *Le Mot Juste*. Globe Book Co., c1947. 73p. 54c.

FIATELLE, INC., comp. *The Story of Color*. Fiatele, Inc., c1945. 16p.

FOREIGN POLICY ASSOCIATION. *Whose Promised Lands?* Foreign Policy Association, 1946. 96p. 25c. (Headline Series, No. 57).

FOSDICK, RAYMOND B. *The Rockefeller Foundation, A Review for 1946*. Rockefeller Foundation, c1946. 64p.

FOX, WILLIAM H. *Spelling Proficiency in Township Schools in Indiana*. Division of Research and Field Services, Indiana University, 1947. 32p. 50c.

FUENZALIDA, MIGUEL DE. *Roman Calvo*. Macmillan Co., 1946. 154p. \$1.40.

FURBAY, JOHN H. *Education in Costa Rica*. Federal Security Agency, U. S. Office of Education, 1946. 62p. 15c.

GATES, ARTHUR I., and OTHERS. *Teachers Guidebook, Primer*. Macmillan Co., c1945. 308p. (Today's Work-Play Books).

GIRL SCOUTS NATIONAL ORGANIZATION. *Cooking Out-of-Doors*. Girl Scouts, c1946. 123p. \$1.00.

GRUMMAN, RUSSELL M. *University Extension in Action*. University of North Carolina Press, 1946. 175p. \$1.00.

HADSEL, WINIFRED H. *Czechoslovakia's Road to Socialism*. Foreign Policy Association, c1947. 25c.

HAHN, MILTON E., and BRAYFIELD, ARTHUR H. *Occupational Laboratory Manual*. Science Research Associates, c1945. 29p. \$1.00.

HAND, HAROLD C. *Living in the Atomic Age*. University of Illinois, 1946. 59p.

HART, RICHARD. *Eclipse of the Rising Sun*. Foreign Policy Association, 1946. 96p. 25c. (Headline Series).

HILLSBOROUGH COUNTY BOARD OF PUBLIC INSTRUCTION. *Guiding Child Development, Grades Three through Six*. Hillsborough County Board of Public Instruction, 1947.

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# PEABODY JOURNAL OF EDUCATION

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NUMBER 2

## PARENT-TEACHERS

One of the most hopeful signs in the field of public education is the existence in great power of the National Congress of Parents and Teachers. It joins the mothers (and sometimes the fathers) and teachers of the children into a sort of holy alliance. It says in effect: *Our apartness cannot conceivably be of help to our children. Our common understanding and co-operation cannot conceivably be fruitless in their service. It is our inescapable obligation to use all of our mind and effort, singly and jointly, to develop in our children the resourcefulness, the intelligence, and the character so gravely needed by neighborhood and nation, by community and country.*

It is an obligation which, in our current society, parents alone cannot accept. Certainly the teachers cannot. There are times when the work of the teacher must be attempted only by her. There are other times when the child belongs unequivocally to the home. And there are times when parent and teacher must not fail to compound their interest and their understanding in helping the child to become more healthy, to think more clearly, to perform more ably his work, to fit more desirably into life's grooves and challenges.

There are now four and a half million of the Parent Teachers. They have a great deal of zeal and a great deal of knowledge to guide it. No people on earth move toward a more shining goal.

## BETWEEN SCYLLA AND CHARYBDIS: A SAFE MIDPASSAGE?

---

HENRY H. HILL  
President, Peabody College

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The painful circumstances under which I read the first six books of Vergil's *Aeneid* perhaps account for the title of my address.

At the start of my first year of teaching in a small high school one lone senior girl elected my fourth year Latin. May heaven yet forgive her! In six years of Latin I had in some way entirely missed Vergil, but, employed to teach English and Latin, personal and professional pride and face forced me to accept the challenge. I do not argue that all learning must be painful, but pain does sometimes seem to make it stick.

Homer refers to Scylla and Charybdis as repelling and misshapen monsters without assigning them to a specific locale. Vergil refers to Scylla as the monster on the Italian coast of the Strait of Messina who was accustomed to reach out and draw ships to their destruction among the nearby rocks, and to Charybdis as another monster on the Sicilian side of this strait who sucked vast waves into the abyss where she dwelt and in turn cast them upwards until their spray touched the stars above. Later Scylla was identified with the dangerous rocks on the one side and Charybdis with the whirlpool of treacherous tides and currents on the other, both alike dangerous and destructive.

As a poet of the middle centuries puts it, "You fall into the hands of Scylla in trying to escape Charybdis" and in *The Merchant of Venice*, Shakespeare has Launcelot say, "When I shun Scylla, your father, I fall into Charybdis, your mother."

You may recall that Helenus, in talking to Aeneas about his voyage to Italy to found the Roman nation, counseled him to avoid attempting to sail between Scylla and Charybdis, saying that it was better to sail the long way around Sicily than to chance the hazards of the strait. Aeneas followed this advice.

Representative government as we have enjoyed it here in America is today a difficult midpassage between the rocks of autocracy and dictatorship on the one side and the whirlpool of anarchy and confusion on the other, and there seems to be no longer and safer way

around. For a few minutes let us analyze some of the hazards and adventures we must face as a free people.

Prior to World War II we faced two major questions. Could the United States unite on a common course of action in time to defeat Hitler? In an age of science and speed and mass production could we continue to exist as a democracy or a republic?

One of these questions has been answered. We did unite and defeat Hitler. We may regret that it took Pearl Harbor to unite us, but we may rejoice that we did build, with the help of our allies, the most powerful military machine in world history and overwhelmed the enemy. Turning from a policy of military weakness, we sought and achieved military strength.

There still remains the unanswered question of whether what we like to call the American way of life can be continued. One need not be pessimistic but only analytical to foresee a time not many years distant when once again we can and shall manufacture more goods and produce more food than consumers can purchase and—mark this well, for it is the \$64 fact—do both of these jobs without using in any major degree the labor of teen-aged youths or, if we choose, the labor of the millions of sixty- and seventy-year-old citizens.

In 1937, before the threat of war had seriously affected our economic life, four million youths had no jobs and were not in school. Other millions were in the National Youth Administration and Civilian Conservation Corps. Industry and commerce refused to employ them, and the labor unions refused even to let them join because there were not enough jobs for adults. The traditional schools could offer little additional help. My point is that these young people knew they were neither necessary nor wanted. The American team roster was already full.

To me the most radical phase of the whole depression period was not the march or speeches of Communists in New York City, or the bad manners or acts of a few "pink" youths, or the brilliant but dishonest preachments of Huey Long. It was in 1933 when the Iowa farmers, republican of Republicans, high tariff, conservative, law-abiding, religious people, took up their pitchforks and other weapons and stopped the forced sale of Iowa farms. When such conservative citizens defy the sheriff in the discharge of the laws of their state and the constitution, that, I submit, is revolution.

Why did this happen? I leave the economic reasons to the economists, but philosophically this Iowa farmer was being denied the things which democracy is supposed to provide. If his country, and that means his government, cannot provide the relatively simple rights and privileges of the so-called American way, then he is ready to try another set of

men in office; and, if they in turn fail too often, he reasons with some logic that it may be time for Huey Long's patent medicine.

These unemployed youths in the 1930's, wittingly or unwittingly, wanted quite elementary things: the right to some kind of productive work, to marry and rent or own a home or apartment, to have children, and, in short, to occupy a small place in the sun. They didn't get these chances for years. In 1936, I believe it was, the best graduate of a small but good college felt lucky to get a WPA foremanship.

In 1941-45 he preserved for us the right to live as free men and women. Unwanted by school or store or factory in 1937, he now became our most precious asset. From WPA, NYA, and CCC, as well as from school and college everywhere, he went, after proper training, to pilot the planes that made possible the victories on sea and land.

What is ahead of him today? If private business cannot provide jobs, then back we go to WPA, whatever be the new name or whatever the party in power. Dare we seriously think that we can save capitalism or any important part of it in the face of another 1932? Will the lad who graduated from NYA in 1941 to the armed forces continue in 1950 or 1955, as a man of thirty or thirty-five, to vote Democratic or Republican if again democracy fails or seems to fail him? If he should change and should vote for some form of communism or whatnot, can we see that it would be due to the failure of democracy and not to the success of communism?

When the midpassage becomes confused and uncertain, then and then only do we fall upon the rocks of Scylla. These rocks represent autocratic government in any form. The same essential hazard is in communism or fascism. It is the loss of personal liberty, or perhaps I should say the unnecessary loss of liberty, for the machine age forces us, willingly or not, to give up many of the traditional liberties of the horse-and-buggy era.

The perils of Charybdis are those of the shifting human tides and whirlpools which prevent progress or accomplishment. If America goes fascist or communist, there will come first inefficient and unproductive government, local, state, or federal. As in 1932, there may be again a paradox of plenty of food and no money to buy it. Again there may be too much cotton and scantily clad children and adults and great majorities of people who become unable or unwilling to remedy this condition by orderly process. So, not seeing the full hazards to government which the machine has forced on us, and attempting to veer as far as possible away from autocracy and dictatorship, we may first fall on the confused currents of thought, the shifting blocs and pressures of hard-boiled selfishness, which Charybdis represents.

In the midst of this confusion, there is the temptation to bear too far to the right by seeking a strong man or a small oligarchy of strong

men who have the nerve and tough-mindedness to abolish confusion. If we are to avoid this, more of us must see the necessity of a strong government now and the even greater necessity of spreading an understanding of the real problems and perils we face. Not strong government but weak government undermined France and made her a pushover.

For the best way to fight a bad idea is with another idea, and that a better one. In the summer of 1939 I taught at Harvard University. Before I could draw my salary, I had to take an oath not to teach the overthrow of government by force. During the decade of the thirties several states passed laws which would apparently force teachers to leave out Russia completely; and in Washington, D.C., for a time it appeared illegal to teach what communism is. Well, if our idea of democracy needs this "protection," we are indeed worse off than I think. To save democracy I am willing to swear loyalty daily, if necessary; but do you think that paper prohibitions will stop communism or ever did stop for long the spread of ideas?

Would I then teach communism? Certainly I would, but I would teach all about it. I would convert the negative energy of shouting against communism into positive and constructive understanding and improvement of democracy. Communism does provide jobs for all, but so can we if we are willing to try.

I want the story of communism to be told in simple, honest, factual fashion, painting it neither as a kind of super-devil nor as a great ideal. For example, do you know how long it takes the average worker in the United States to earn his daily food? Or how long it takes in Russia? It is three hours here and nine hours there. To earn a cotton shirt takes three hours of work in the United States but three hundred and twenty hours in Russia. Even a simple alarm clock takes one hundred and sixty hours in Russia compared with four hours in the United States. Do these facts make you want to be a communist? Aren't facts better evidence and argument against communism than the average emotional, ill-informed outburst of a run-of-mine politician, business man, or labor leader? A thousand times yes.

During the past year we have been conscious of the battle between General Motors and the CIO. Perhaps 75,000,000 of us who do not belong to unions and aren't manufacturers may be willing to accept several months of additional riding in our old and dangerous automobiles and may see this as only a growing pain of democracy in the machine age. And yet is this necessary or is it desirable? Is organized labor or management so powerful that we, through our government, must remain inarticulate and helpless?

Surely we must see that no one segment in a free society can be permitted too much power. The government, therefore, must be

stronger than any segment. In clinging to our Jeffersonian tradition of a relatively weak government, we may fear to make government strong until things get out of hand, for the machine age abolished the simple, unplanned life of the traditional farmer and business man. Does anyone think that a weak government or weak citizens can or will solve the innumerable problems we face today?

If we study the nations of Europe before the recent war, we find it was not Hitler's strength but the weakness of the democracies that brought World War II. As Churchill said a year ago at Westminster College in Missouri, "There never was a war in all history easier to prevent by timely action . . . . It could have been prevented without the firing of a single shot . . . ." We—you and I—wanted peace without military strength and without cost except words on printed paper and our own fine phrases of pacifism.

By the way, do we again have to choose either peace or a sword? I still recall the picture of the Puritan family going to church through the snow of a New England winter. The father, a doughty and strongly religious individual, didn't think he would provoke a war by being armed. With his Bible in hand and his gun over his shoulder, he with his family marched soberly to church. He believed in peace and meant to have it, even if he had to arm and fight for it.

Shall we again divide into two camps, one in favor of facing forthrightly the possibility of another war; and the other with equal conviction favoring the policy of military unpreparedness? I do not see why it must be "either—or." Our forefathers in writing the Constitution decided on equal representation from each state *and* representation according to population. They adopted both alternatives. I doubt if we have improved much on the solution of the Puritan or can deny Pericles who stated some 2,300 years ago that we must submit or be strong.

A strong executive, a strong Congress, and strong courts do not mean autocracy, if we keep the power to change governments in the hands of the people. In 1932 the Republicans controlled nearly all of the political machinery throughout the land. And yet down they went by the votes of former members of their own party, chiefly because democracy was not producing the desired results. And so it may be in 1948 or 1952, and one must hope forever, that if government fails to produce or at least permit some of the benefits of democracy, the people will change administrations.

So much for a brief discussion of some of the problems that we shall continue to face for at least another generation or two.

What, it may be asked, can we do to make more certain a safe mid-passage for the America we love so much? Without posing as anything

but a very interested layman, I offer for your consideration three or four suggestions.

Education, both formal and informal, must be made better for young and old. More people must understand the difficulties of our problems and must see all around them and not unilaterally. Especially do we need more adult education, for it is the older people who settle most problems.

While education by itself can never save our country, yet on the other hand, only the educated, in the finest and best sense of the word, are really free to settle these difficult problems ahead.

That education in the past has not failed is attested by the record made by the 11,000,000 young men and women who successfully fought in World War II, ninety per cent of whom attended the public school systems of the United States. But that education is not as good as it might be is readily admitted. We must attract better personnel to our teaching profession if we really want to preserve the American way of life. It is idle to think that leftovers, or persons who cannot do, are good enough to teach in the world of 1947. I invite those who love their fellow men and those who like books and children to consider for themselves and their relatives and friends the possibilities inherent in the teaching profession.

There are three simple but airtight reasons why schools need more money.

Merely to pay for the same job the schools were doing in prewar 1939 takes much more money, for the 1947 dollar goes little further in buying education than in buying groceries.

Then there are more children enrolled in school today than in 1939 and again it takes more money to do a bigger job. Again we have a high proportion of all teen-age youth in high school, the most expensive part of our public schools. Perhaps even more significant is the big increase in young children. The greatest number of children ever born in the United States in a single year came in 1946, over 3,400,000, and this broke the high records of nearly 3,000,000 each in 1944 and 1945, making a total of 9,000,000 babies born during the three-year period 1944-46. This is a greater number than were born a generation ago during the seven-year period of 1915-1921, inclusive. It is getting popular to have babies, not one to the family but several. When these nine million babies of the past triennium become first-graders in 1950, 1951, and 1952, the really big increase in school enrollments will start.

However the most compelling reason for additional money is to provide a better quality of education. To do this we need better personnel, fewer children per teacher, a greater range of educational opportunities, more post-high-school facilities, more kindergartens and nursery

schools. Normally quality is the most expensive factor in buying anything, but it is a great investment.

Mr. Thomas C. Boushall, president of the Bank of Virginia, Richmond, Virginia, and chairman of the Committee on Education of the United States Chamber of Commerce, stated before our Peabody faculty and students recently that in 1940 we spent as a nation 2.55 per cent of total income for education, but by 1944 only 1.53 per cent. In dollars we spent in 1939 about \$2,800,000,000. Merely to spend the same percentage today on a doubled national income would be about \$4,130,000,000.

He estimates it will be necessary to spend from three to five per cent, or as much as \$6,400,000,000, if we really use education as a means of building a strong and satisfactory life in America. The United States Chamber of Commerce believes good education and good business go hand in hand.

Because business men are by nature fairly conservative—although I've seen them take chances I would not take—there seems occasionally some real suspicion on their part that schools or colleges are red or pink. In some quarters today business men consider a New Dealer and a communist as about the same. Since I am neither pro-nor anti-New Deal, but essentially middle-of-the-road in politics, I think it fairer to say that the New Deal did some fine things and some bad things. But it is as emotional and unfair to call it all bad as to call it all good.

The genuine communist ought to be rooted out of schools and government, and fellow travelers are in some respects worse. But if a teacher points out the advantages of the T.V.A., for example, along with the disadvantages, for goodness' sake let's not call her a communist. Heaven help us if we cannot discuss controversial questions of importance in our schools and colleges. Even if our son or daughter comes home from college in favor of eliminating poverty, let's not try to fire the teacher. The trouble is that youth with ideas and enthusiasm will become disillusioned and prejudiced like we of an older generation are too soon at best. We won't get better teaching by pretending that able and courageous teachers who want a better town or community are reds. Even if it puts us to bed we ought at least to rearrange our prejudices every decade or so. They're all we'll have left, I fear, when we get old and die. Let us keep them fresh anyway!

And I'll let you in on a professional secret. We teachers aren't good enough to teach any "ism" with complete success; we can't even teach all to add. Is there a person here who claims he or his bank always adds correctly? That has not been my experience. But schools with alert teaching can awaken interests more important than perfect addition

and we can help those good teachers by using common sense when they make some erroneous or foolish statement occasionally.

I am saying that if our schools are not sympathetic to a consideration of better practices in politics and government, and better ways of living, they are simply not worth the millions of dollars we are putting into their support.

We must understand that the schools need local, state, and federal support. There seems to be little argument about the need of state support, because the localities cannot do the job. Nor can the states. In the South, for example, we have one export crop I'm not proud of, the thousands of semi-literates who go north and west.

Many of us are against federal aid for education. Yet right now we have billions of dollars of federal aid going to schools. I refer to the fact that the federal government is paying the tuition and most other charges of veterans in college. I have heard little criticism of this policy from columnists, editors, the National Association of Manufacturers, labor unions, or anyone else.

If then federal aid of this kind in the amount of billions of dollars can be provided and the public approves, why fear the matter of a few millions of dollars that might be put into school buildings, or salaries? Do we fear that the federal government will dominate the teaching? Since 1867, without much controversy over it, we have had federal aid to schools, and I have yet to hear of very many serious charges about federal domination of teaching.

Certainly if it is impossible for the federal government to appropriate money to the states without controlling the curriculum then we must continue giving southern and southwestern children the same old handicaps. But I think we can keep harmful control out. I know we're doing it now. When northern educators like President Day of Cornell and President Conant of Harvard, to mention only two, and a conservative Republican senator like Senator Taft, who never in all his life has been accused of radicalism—when men like these are in favor of federal aid to education, don't you think that those of us here in the southern states might do a little rethinking?

Turning from the subject of improving education in America, let us follow further the idea that we must have strong government in an industrial society. Strong government can succeed only with abler and better men and women in every phase of our directive affairs, local, state, and federal. We must urge persons of competency to choose politics as a career. I have urged strong government, but it is safe only when in the hands of able and courageous individuals.

In this connection, we must realize the importance of increasing the size of the middle group of voters—those who occasionally change

their minds when new evidence is offered. I invite you to join this group. I doubt if either conservatives or radicals will save our country. The first group may not change enough and the second change too often. The middle group who occasionally switch parties or loyalties make progress and balance possible by producing those adjustments in government and institutions which prevent the outbreak of revolution. Dr. T. V. Smith of the University of Chicago points out that politicians must work out compromises and take the blame when high-minded but stubborn men refuse to change. I believe we may blame too many things on politicians. In my opinion, they accurately reflect you and me in our strength and weakness. If we want a change made in local government but fear to speak out, aren't we of the same lodge as the politicians we elect? I want courageous politicians who will stand for some values for the good of us all. But if we want better government, we must be better and stronger citizens, not merely good and weak.

You and I must realize also that no longer can we depend upon manufacturing and mining and agriculture to provide jobs. Even at the height of the war effort, agriculture and mining provided jobs for a diminishing number and percentage of people; and by and large there is little evidence that points to employment during normal times of a greater percentage of people in manufacturing. By necessity, therefore, more people must perform personal services.

In the field of social work, in medicine, in nursing, and in all those occupations and professions in which men and women perform services for each other, there is need, not only of technicians, but of able leaders who, understanding the intricacies of their own profession, also know the larger concerns of government, education, agriculture, labor, and industry.

In summation, I have tried to show that most of us today fail to see the permanent impact of our mass production, industrial age upon our traditional ideas about government, especially the long cherished idea that government should be weak. We do not see that only an able, effective, and strong government can today perpetuate our cherished liberties. Not seeing this stubborn fact we turn from the Scylla of too much government regulation to the Charybdis of too little government, believing that in a machine age the law of supply and demand will work as it used to work in simpler days. Can we steer a safe mid-passage between Scylla and Charybdis? I do not know, but I have the hope and courage to believe we can if enough of us are willing to study and understand and act.

## THE PREEMINENCE OF THE TEACHER

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H. C. BREARLEY  
Peabody College

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On a monument in the town of Camden, South Carolina, are these words, "Here lie the remains of Baron DeKalb, a German by birth, but in principle a citizen of the world." DeKalb's world citizenship was a rarity in 1777 when he came to help the struggling American colonies, but today the preservation of civilization requires millions of men and women in every part of the globe who by thought and deed are citizens of the world—one world compounded from diversities of races and cultures. In the struggle between education and chaos one of the supreme goals is the development of men who know "neither East nor West, Border, nor Breed, nor Birth."

The chief responsibility for the development of world citizens rests upon the teacher, who must, first of all, be a certain type of person himself. His interest in minority groups in this country and in the cultures of other nations should be sincere and enthusiastic. His students will sooner or later detect any pretense, however skillful, and they are not likely to be influenced by his attitudes and values unless he presents them with earnestness and vigor.

The teacher also needs genuine sympathy for and understanding of other cultures and patterns of conduct. This does not mean that he should be indiscriminating or blandly tolerant of socially harmful traits. "To understand all is to forgive all," but this principle does not require one to *approve* of all, either at home or abroad. Sympathetic understanding is also more likely to be accepted by students than is any sentimental glossing over of behavior that is injurious to human welfare. In other words, a teacher cannot overcome intolerance unless he himself has an attitude toward others that is more fundamentally understanding than is mere tolerance, which may be only the ability to be indifferent to what one does not like.

The classroom itself must also exemplify the principles of intercultural co-operation if the teacher's efforts are not to be in vain. Into the classroom should be brought directly much of the cultural resources of the community and indirectly many illustrations of the cultures of other lands. For example, the shy Italian boy may be looked upon with different eyes after his father has told of his memories of a visit to the

art galleries of Florence or of the happy-hearted singers of his Sicilian village. The Chinese girl may win a new respect when she brings to school art objects that have been in her family for fourteen generations. The Negro's ability in song and dance may evoke admiration instead of prejudice. The awkward boy from the country may become acceptable to the majority more after he has demonstrated his skill in the school garden. In such ways a teacher can take advantage of the fact that the United States is "a nation of nations" by using his own pupils to teach an appreciation of other cultures.

Similarly, the teacher can find many resources in his community. Returned ex-service men have seen almost every part of the world and many of them have developed an appreciation of the valuable traits in other cultures. Some of these soldiers will be glad to contribute reports, pictures, and loans of mementoes. Members of the community who have traveled or lived abroad may be willing to give similar assistance, especially if they are invited by a committee of pupils. Thus in almost every American school the alert teacher can bring to his classroom living lessons in cultural understanding.

The classroom, moreover, should have an atmosphere of friendliness and democracy in which those who are "different" are welcomed and encouraged to participate in common undertakings. Intercultural understanding is not likely to increase in a classroom where egoism and carping criticism predominate. The brotherhood of mankind must begin in the classroom itself.

Success in developing intercultural understanding is, after all, primarily a problem in the teaching of attitudes. While attitudes can be more easily "caught" than taught by precept, the teacher can, nevertheless, do much more than set a good example. In the first place, he may perform a negative but valuable service by subjecting to kindly yet critical analysis any evidences of cultural or national egocentrism. Even the youngster who refers to the United States as "God's country" may be reminded that every nation is prone to consider itself to be especially favored by its gods. Upon appropriate occasion the teacher may also explain how all cultures have made important contributions to the life of the world and that scientists have been unable to find satisfactory proof of the superiority of one race over another.

Since ethnocentrism is based more upon tradition than upon experience, the skillful teacher may often effect a change by presenting a different interpretation of a familiar situation. The story is told that when a group of his young British assistants were critical of the people of Borneo, the English rajah of Sarawek admonished them, "Remember that these people are not queer—they are different." Such an inter-

pretation of national and racial differences is fundamental to the success of any program of teaching world citizenship.

Perhaps the teacher can also develop a more accurate perspective about cultural variations by adapting the principle of the old Roman proverb, "de gustibus non disputandum est," one should not dispute about matters of taste. While originally this principle was applied to discussions of food, it might well become a world philosophy, a *weltanschauung*, that would resolve many a culture conflict.

Education for loyalty to the longtime betterment of the whole of humanity cannot, however, depend entirely upon attitudes and interpretations. This type of education must also be supported by the subject matter presented in the classrooms. The world citizen needs to have his faith firmly based upon information and fact. His training should be integrated into the curriculum from nursery school to the graduate division of the university.

The early elementary teacher has an especial opportunity in intercultural education. His course of study is usually not rigidly laid down, and the prejudices of his pupils are generally vague and unformulated. An almost ideal situation for teaching about the peoples of the earth is provided by the various "units" and centers of interest, especially when these deal with the children and the family life of other lands. For example, the interest of the American people today in the affairs of Holland is partly a by-product of thousands of elementary school projects portraying the life of the little Dutch girl and boy. Similarly, a windmill reminds most American adults of Holland, although windmills are frequently found in other regions. Similar projects dealing with other cultures would doubtless have somewhat equal effects in promoting interest and understanding.

At present, however, many projects about other lands are presented primarily as a teaching device, as a plan for getting restless boys and girls to read, write, and participate in activity programs. Doubtless they would be far more effective if the teacher's aims included an attempt to promote intercultural education.

In the upper elementary school and the junior high school, students begin to formulate their prejudices, whether these are based upon tradition or upon hasty generalization from their own experience. This is a crucial period for the teacher who wishes to develop a world perspective among his pupils. His own interpretations of conflict situations will be very significant, especially if they are not presented in a didactic manner. (The teen-age American is usually negativistic to preachment.) Opportunities for guidance will occur in every class, but they arise more frequently in geography that is not too exclusively concerned with rivers and mountains, in history that deals with peoples

rather than with victories in battle, in literature and social studies that portray the cultural resources of various lands.

As education becomes more departmentalized in the senior high school the occasions for teaching cultural objectivity apparently become greater for the teachers of the social studies, literature, and art; but all teachers continue to have opportunities, often indirect, for the promotion of intercultural amity. If the school itself is the scene of culture conflict, every member of the staff may become, even if unconsciously, a leader for or against group co-operation.

In colleges and universities where leaders of tomorrow are being trained, there is a heavy burden upon the teacher to be something more than an authority in one academic field. In addition to his mastery of his area of specialization he should be able to echo the words of the Roman poet Terence when he said, perhaps a little boastfully; "*Homo sum. Humani nil a me alienum puto.*" I am a man and I consider nothing human is alien to me. Teachers with such an attitude will mix a bit of internationalism with their chemistry and human engineering with their mechanics. They will help prevent their students from identifying themselves with a narrow segment of human life—a practice that is the basis of most intergroup and intercultural conflict. Those who train the teachers of the children of the atomic age have an especial obligation to do their part in preventing the wholesale destruction of peoples and cultures.

It is no easy task to try to develop world citizenship and cultural pluralism in the midst of antagonisms and prejudices built up over the centuries. But there is no other way to preserve civilization in an era of globe circling planes and devices capable of destroying those peoples. No teacher should abandon hope or lose courage in doing his part, however small, in helping every one of his pupils to become like heroic Baron DeKalb "in principle a citizen of the world."

# IT WON'T COST YOU A PENNY

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STEPHEN S. BLOOMER

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The cheapest and most readily accessible visual aids teachers have at their disposal is the increasing number of modern, well-designed schoolbooks in which the author and the publisher try to anticipate the visual needs of the teacher and student. A textbook is an important visual aid particularly adaptable to group use (without the usual time loss accompanying the showing of film strips, etc.) and with the advantage of a repeat performance whenever the teacher wishes to refer to material previously discussed. The schoolbook publisher should be willing to adapt his books to the needs of teachers and students, applying all the best devices used by popular magazines and advertising brochures.

There are four basic uses for illustration:

1. The use of pictures and decorations solely for the purpose of making the book visually attractive.
2. The use of pictures to illustrate the general outline of the text.
3. The use of pictures directly related to specific instances encountered in the text.
4. The use of pictures which are based on material related to but not specifically mentioned in the text.

Any of these four general classifications of illustration can be used effectively either singly or in combination when the author and editorial staff work in close co-operation with the artist. The old-fashioned schoolbook was sadly lacking in good design, planned typography, and useful illustration.

There are many subjects which can be made beautifully clear by the illustrative photograph. Great care must be exercised by the publisher to use the best obtainable photos, ones which will reproduce well and produce the desired result in relation to the text.

The translation of important ideas into a picture, map, chart, or cohesive picture story is very often accomplished more successfully by an artist's drawing than by the use of photographs.

An excellent example of the application of intelligent book design

would be the history text. In the past the history text was a thick tome with narrow margins and a large number of dull, greatly reduced halftone reproductions made from old engravings or oil paintings executed by artists who were either unskilled or ignorant of the true facts of the incident they attempted to portray. The maps were little better, sometimes worse. They were either greatly reduced, highly-detailed reproductions capable of producing eyestrain or they were not detailed enough to give a clear impression of the territories under scrutiny. Also there were the lifeless faces of men and women who shaped history staring from every other page. The present day artist and author can avail themselves of research materials which enable them to produce maps, charts, and pictures capturing the atmosphere of the period being studied and depicting the famous characters of history in some instant of their brilliance or failure. By using a medium which is wholly compatible with modern methods of reproduction in a technique palatable and easily recognizable to students, the effectiveness of such illustrative material is greatly increased.

It is apparent that the transition from crude sailing ships to turbine-driven liners can be handled more effectively by a competent artist than by a combination of old prints and modern photographs. The artist has the advantage of being able to produce a well-drawn and balanced series of pictures in a space calculated for effect and design. With proper direction from the author, who must have a clear understanding of the educational problem, the artist can convert otherwise dull incidents into exciting and life-like drama, and the same treatment can be carried into maps, graphs, charts, and all the other materials which are often a problem to the teacher and student alike.

The ever-widening interest in the more effective use of visual aids is proof enough that schoolbooks have not always filled the requirements demanded of them. Any graphic devices which will aid teachers should be incorporated in texts in a manner which will make them most helpful. It would be well for teachers and supervisors to take every opportunity to discuss their needs with authors and representatives of schoolbook publishers. In this way the textbook, always a prime teaching instrument, will become more valuable in meeting the requirements of an increasingly effective educational program.

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# FUNCTIONAL ENGLISH IN THE JUNIOR COLLEGE

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MILDRED L. STALNAKER

Public Schools, Little Rock, Arkansas

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I believe the junior college is essentially of secondary school nature, whether it is amputated from a university, decapitated from a college, elongated from a high school, or newly created. Whatever is its label, it is composed of the last years usually associated with high school, and the first part of higher education. Whether it is of public or private support, and whether it is preparatory, terminal, democratizing, or reorganizational in its claims, the educational design includes English, which the curriculum interprets according to the character of the institution, be it vocational or general.

Also, at whatever level of education we may be looking, there are certain basic principles which we must consider in the development of the individual. Each person has a right to expect training that will preserve his heritage and instruct him in Democracy, that will help him to earn a living, that will enable him to make a more valuable contribution to his community, that will help him to grow in depth of character, and that will guide him in his higher flights of soul development. It matters not that he seeks to accomplish these ends in the "great books" at Chicago, in an individual way at Sarah Lawrence College, in a functional method as employed by the armed services, in a survey plan as at Stephens College, or in the liberal arts set-up, which is most popular. Anyway, there is English!

By English I mean that which has to do with his language, in any way in which he may use it. Literature is the worthwhile thoughts of others adequately or beautifully expressed, which for his own thinking can furnish a base. Communication has several angles: reading, writing; speaking, and listening. Dean Charles M. Evans of Pueblo Junior College, speaking at Peabody College on the morning of August 1, 1947, said that every individual should be able to read at a fair rate, and to comprehend what he reads; he should be equipped to express himself on the broad areas of communication, oral and written, upon entering college.<sup>1</sup> He further stated that some would profit not at all by a college education. This I firmly believe. We are now thinking in terms of levels

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<sup>1</sup> Charles M. Evans, "The Junior College Guidance and Personnel Programs," George Peabody College.

of usage, some of which are much higher in polish and preparation than others. Each expresses itself according to the demands put upon it, and none can be said to be right or wrong. As I see it, communication is expression which is clear, concise, adequate, and appropriate. Therefore, let the individual be prepared in the use of his language to meet his needs, whatever they may be, and to acquit himself in a satisfactory manner. Let the peoples' college satisfy those needs, in so far as is possible; furthermore, let the world be a better place in which to live because of its existence. This training must now include the oral as well as the written, and the listening or the understanding phase, with the mechanical aids which have become a part of our way of life. From the early beginnings of the junior college, English has been one of the basic subjects, even as it has always been an essential part of our secondary curriculum, as it should be.

I made an exhaustive study of a thesis on English in junior colleges, written in 1937, which is the subject of my next few paragraphs.<sup>2</sup> By this time there are changes, but it is a fair picture for comparison and contrast. The study included 195 public and 228 private junior colleges from different sections of the country, and furnished a representative survey. One hundred per cent of the public and private institutions offered courses in English, including work in Speech and Dramatics. The range in classes was broad, with but little difference between public and private schools. Dramatic offerings differed with the section of the country; California was heaviest. Survey courses in English Literature greatly outnumbered any other course. American Literature was second. Modern Literature was third, and showed a tendency toward our own country and time. Traditional courses in Composition and Rhetoric had no close second. Grammar was not listed as such, but was taught functionally. I was interested to note that semester hour offerings increased with the enrollment. There were significant trends toward satisfying vocational and cultural needs, from textbooks to a free use of the library, toward broad freedom of reading under guidance, and in the direction of efficiency in other departments through the use of English.

These then were the significant tendencies. The chief purpose of Composition and Rhetoric was the development of writing and speaking, with the emphasis on writing, in 1937. Exposition was most often mentioned. The essay was the most popular type of reading. Informal recitations were preferred. In Composition alone there were efforts to meet social, business, and professional needs. Grammar came with oral and written composition, with great variety in the types of study.

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<sup>2</sup> Maude Smith, "A Study of the Present Status of English in Junior Colleges," Master's Thesis, Peabody College, 1937.

In Literature the tendency was toward extensive reading, associated with oral and written reports. The essay and exposition had special attention. The use of the library was evident, with abundant opportunities for analysis and expression of ideas, gained through reading. The tendencies in methods were toward activities to meet individual needs, to develop critical abilities, to emphasize personal conferences, socialized recitations, and laboratory procedure.

In the closing portion, Miss Smith quoted Dr. Doak S. Campbell, "There are indications that more than mere conformity will engage the minds of those who direct the movement during the next few years."<sup>3</sup> Further prophecy was made by Miss Smith herself that those older ones who were deficient would have the chance "to offset deficiencies of their instruction in the grades."<sup>4</sup> Further she stated that theories were carried over into practice.

One strong reason for junior college was quite marked in the English field. This was pointed out by Leonard V. Koos, in 1925.<sup>5</sup> The overlapping in the English courses of high school and of college was tragically wasteful and deadening to interest. High school taught the history of English literature, and college offered a survey course in English literature; often these courses were not more than a year apart in classification. The high-school tendency in reading was toward depth, and the college was in the direction of broader reading with more pages covered. The inclusion of all secondary school English work in one institution would eradicate waste and duplication. The texts were also overlapping, with high schools giving more time to biography, extracts, general considerations, and mechanical details. The college books emphasized environmental influences, and writings.

In 1931 Walter Crosby Eells saw the opportunity of the junior college in cultural education, which means general education as opposed to specialized education, with an emphasis on the humanities, classics, history, languages, and literature. "There is no reason why the junior college cannot be an additional torch-bearer of culture carrying its peculiarly significant light to the great masses of the American people . . . The junior college proposes to democratize culture by diffusing it among the masses."<sup>6</sup> Sarah Lawrence College was founded to develop and to preserve this type of culture. Vassar College recognized a helpful addition to higher education. Then W. W. Charters said, "The sec-

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<sup>3</sup> Doak S. Campbell, "A Longer Junior College Program," *Junior College Journal* (Dec. 1934), p. 109.

<sup>4</sup> Smith, *op. cit.*, p. 222.

<sup>5</sup> Leonard V. Koos, *The Junior College Movement* (Boston, 1925), pp. 267-274.

<sup>6</sup> Walter Crosby Eells, *The Junior College* (Boston, 1931), p. 345.

ondary school which includes the junior college is the guardian of culture."<sup>7</sup>

Effective living calls for an ability to solve problems when they arise. The youth needs a combination of culture and vocation, habits and ideals of performance that will enable him intelligently and adequately to be at home anywhere. There will then be classical cultural courses, which are less intensive and more extensive, with less depth and more breadth. "Our work in Junior College is either semi-professional, preprofessional, or general, as fixed by the vocational competence and cultural competence levels the student has for his objective."<sup>8</sup>

Certainly such competence needs communication skills in connection with his entire life and his daily contacts. Communication entails reading, writing, speaking, and listening. It means not only literature but composition, oral and written, and in conjunction with each other, not as separate detached units. The modern tendency is toward more and more oral English. Recent growth in the English field is due, in part at least, to the expansion of oral English into public speaking. Literature, composition, oral English, and library should go hand in hand, according to L. R. Hiatt of Chicago University.<sup>9</sup>

One's first urgent consideration is the earning of a living, the vocational phase. The different types of junior colleges agree largely as to the amount of academic English offered, but there is wide variety of opinion regarding nonacademic work. "There is a strong tendency for the longer established institutions to add nonacademic courses after the academic courses have been in existence for some time."<sup>10</sup>

At the present time I am finding many schools offering the same composition and literature to its various semiprofessional courses. I notice others adjusting themselves to the requirements put upon their students. For instance, in the Little Rock Junior College, which gives pre-engineering work, there is a course of English for engineers, which is the study of writing of technical papers, letters, and reports. In the same school there are Journalism, Dramatics, and Speech which includes radio work; there is English for terminal pupils, and advanced work for preparatory people is in the curriculum.

I was especially interested in the terminal education field. Various

<sup>7</sup> W. W. Charters, "Functions of the Junior College," *N.E.A. Bulletin* No. 25 (March 1929), p. 306, quoted in W. C. Eells, *The Junior College* (Boston, 1931), p. 346.

<sup>8</sup> R. C. Ingalls, "Evaluation of Semiprofessional Courses," *Junior College Journal* (May, 1937), VII, 480-87.

<sup>9</sup> L. R. Hiatt, "Curricular Changes in the Junior College," *Junior College Journal* (October, 1930), pp. 6-11.

<sup>10</sup> Eells, *op. cit.*, p. 491.

colleges and universities determine the field in the preparatory courses. These terminal classes should be removed from the college preparatory ones, taught by an English teacher, and organized to give contacts with other students and other interests. They are harder to teach than the cut-and-dried college entrance "old timers," which are largely reading and lecture. The terminal class consists of activity projects, or actual doing. The course should be determined by the needs of the class, and not organized until the teacher sees the group, except in a general way. The specific content of reading, writing, skills, appreciations, and attitudes must be individualized. I know this method is successful in the freshman year, for I have followed it the last three terms; this I say modestly. Reading should be in relation to oral and written work, rather than structural. Build leisure-time reading habits in diversified reading, rather than through dissection of literature. Speaking should be individualized, and well organized to develop skills, by diagnosis and careful application.

The testing programs should consist of comprehensive reading checks for content and vocabulary, an objective structural grammar test, and an informal theme for organization. The tests should be for the individual class, and not for the department. Audio-visual aids give satisfaction in listening training, and therefore are valuable. Evaluation is necessary for the development of the student. On-the-job evaluation is invaluable.<sup>11</sup>

I noticed one especially interesting course on expository writing, which took just that phase, successful writing, and developed it in detail: selection of material, choosing the objective, making the tentative analysis, collecting the material, making the outline, and writing the theme. The above included library references, note cards, footnotes, and bibliography.<sup>12</sup> We do this type of thing in several places in Peabody, instead of in one course.

Another interesting course which I inspected came from the Public Junior College, of Phoenix, Arizona.<sup>13</sup> It made use of well-known current texts, magazines, and books, as well as discussions and written reports. I was interested to note that one source book, *Language in Action*, by Hayakawa was considered difficult by the Peabody students in English 419C. However, such a course, if well taught, would be most effective.

Stephens College has a survey course, Integration of the Humanities, which aims to create appreciation. The director of the course, Louise

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<sup>11</sup> "Improving Instruction in Junior College Terminal English," Junior College Terminal Education. Workshop Bulletin, Berkeley, Calif., Aug. 8, 1941, for American Association of Junior Colleges. Washington, D. C., pp. 43-45.

<sup>12</sup> Lelard H. Monson, "Successful Writing," Weber College, Ogden, Utah.

<sup>13</sup> "Assignments," English 3 and 4, Public Junior College, Phoenix, Ariz.

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By JOHN T. WAHLQUIST

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Dudley, quoted Tennyson, "We needs must love the highest when we see it." We must know what we are reading, to appreciate, and we tend to like what we are familiar with; taste develops. The organization includes: an introduction for sensitivity; background, in history, for knowledge of source, and the idea of the piece of literature; a technical analysis; and an esthetic analysis. Since the humanities include art, literature, and music, a problem exists in securing a teacher, who, first of all, must have vision.

According to our present trend of thought, we will never attain world peace until we come to know and to understand each other, all of our brothers, the world over. We must needs go deep into the roots of our past to appreciate the well-springs from which acting, thinking, and being come about. We need to have a knowledge of present customs and literary output to follow the economic and social urges that mold politics. Therefore, let us have more world culture courses. I mean a history course upon which will be built art, music, and literature. For some time I have been working on such a course, and my belief in it is firm.

In conclusion, let me summarize. The junior college of today faces a great future as the peoples' college. I believe its English courses must give a general type of literary training which will furnish each person a basis for thinking toward a better type of world citizenship and Christian brotherhood. I believe its composition drill must equip him with skills toward clear, adequate, appropriate expression in any number of ways, to meet his daily needs. This may be the millennium, but it is my creed.

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# RESULTS OF A STUDY OF THE DURATION AND DIVISION OF THE COLLEGE AND UNIVERSITY SUMMER SCHOOL TERM

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T. A. BANCROFT  
W. D. BAUGHMAN  
Alabama Polytechnic Institute

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In studying the duration and division of the summer school term at Alabama Polytechnic Institute two surveys were undertaken at the instigation of a faculty committee. The first survey was made by mailing copies of the questionnaire displayed below to the directors of 46 summer schools in colleges and universities in the lower southeastern states, distributed as indicated: Alabama 9, Florida 6, Georgia 12, Mississippi 6, and Tennessee 13. Returns were received from 40 of the 46 directors, distributed in the following manner: Alabama 8, Florida 5, Georgia 10, Mississippi 5, and Tennessee 12. Four of the 40 directors returning questionnaires reported no summer schools. By type of college or university the returns were distributed as follows: teachers colleges 8, state universities 5, state colleges for women 4, agricultural and mechanical colleges 3, denominational colleges 12, and privately endowed colleges and universities 8.

The answers of the 40 summer school directors are enumerated below:

*Question 1.* Does your school operate on a single term?

*Answers:*

12—yes

24—no

If so, how many weeks?

*Answers:*

1—six weeks term

1—eight weeks term

2—ten weeks term

2—eleven weeks term

6—twelve weeks term

*Question 2.* Does it operate on two terms?

*Answers:*

24—yes

12—no

6—both single and double terms

Question 3. Does it operate with some courses given for a full summer and some for two terms?

Answers:

24—yes

12—no

If so, in general what curricula are given on a half-term basis?

Answers:

6—First semester courses of regular session are offered the first term of the summer session, while second semester regular session courses are offered the second term of the summer session; thus a subject running two semesters in regular session may be completed in the summer session (with lengthened periods, 5 days a week in summer session instead of 3 as in regular session).

9—Courses which primarily meet teacher needs

1—Two hour credit courses

1—Adult education

2—Chemistry, algebra, trigonometry, mechanical drawing, analytic geometry, physics, accounting, zoology, agriculture.

1—At the desire of the departments and professors offering the courses

2—Nearly all courses. A few have been set up to run on the regular quarterly basis just to see how it would work

1—We do not operate a summer school; however, many of our girls who go to other schools in the summer would like to be able to register for six-weeks courses.

1—Many courses continue through both terms, but students register twice.

Question 4. Is your present arrangement satisfactory?

Answers:

28—satisfactory

8—unsatisfactory

Question 5. Do you contemplate changing it for next summer?

Answers:

5—yes

25—no

6—undecided

If so, how do you expect it to operate?

(Yes) Answers:

1—a nine-weeks single term

2—may return to pre-war plan of two six-weeks terms

1—in a period of transition, problem under consideration

1—give fewer six-weeks courses

(Undecided) Answers:

2—do not know, trend toward a full, unbroken quarter except for education

1—may need to add a few more six-weeks courses

1—possibly operate with some courses given a full summer and some two terms, but would prefer single term

1—few less twelve-weeks courses

*Question 6.* Would you like to receive a copy of our results?

*Answers:*

37—yes

0—no

### CONCLUSIONS

The duration and division of the summer school term is an important and timely problem to summer school directors. This is borne out by a return of 40 questionnaires out of 46 mailed and the answers to question 6.

The answers to questions 1 and 2 show that twice as many summer schools, of the 36 returning questionnaires, operate on a two-term basis, while 6 operate both single and double terms. It is of interest to note that 24 of the 36 also operate with some courses given for a full summer and some for two terms. Nine out of these 24 offer half-term courses in order primarily to meet teacher needs, while 6 do so in order that a subject running two semesters in regular session may be completed in the summer session.

Although only 8 out of the 36 state that their present arrangement is unsatisfactory, 5 state a definite change for next summer, while 6 others are undecided.

There is no general agreement among summer school directors as to a best plan of division and duration of the summer school. There are indications in the replies, however, that the accelerated war program and the government's college educational program for veterans has caused a trend towards a full summer quarter of 11 or 12 weeks, while the in-service teacher training needs have set up a counter trend towards a two-term summer school. The two-term summer school would allow a regularly employed teacher to attend, say, a six-weeks summer school term and also have a six-weeks vacation for recreation and travel. It seems that these two counteracting trends have resulted in a compromise, i.e., 24 of the directors report some courses given for a full summer and some for two terms.

### STUDENT OPINION POLL

The second survey was a student opinion poll. The purpose of the poll was to obtain student preference as to the duration and division of the summer school term, i.e., whether to operate the full term as a single term, which is the present practice at Alabama Polytechnic Institute, or to separate it into two half terms as practiced prior to World War II. Rolls were obtained from the ten schools of the college: Agriculture, Architecture, Chemistry, Education, Engineering, Home Eco-

nomics, Pharmacy, Science and Literature, Veterinary Medicine, and the Graduate School. An attempt was made to obtain a representative sample by drawing at random a number of names from each school roll in proportion to the size of the enrollment.

A pilot exploratory sample, obtained by telephone calls, indicated that a number of students were not familiar with the pre-war arrangement at Alabama Polytechnic Institute. Double post cards were then mailed to about 100 students. A side of one card contained the following:

DEAR \_\_\_\_\_:

You have been selected as one person in a sample of student opinion. A faculty committee is studying the summer school term, that is, whether to operate the full term as a single term, which is the present practice, or to separate it into two half-terms. In the two half-term arrangement a student would complete any course in one term by attending class twice as long per day as in the full-term arrangement. The two-term arrangement would make it possible for a student to attend only one summer term if so desired. Please answer the question on the attached card and return as soon as possible.

Very truly yours,

Sixty-three cards were returned. The question and answers are shown below:

*Question:* Would you prefer to have two six weeks summer school terms instead of the present full summer term?

*Answers:* 30—yes  
33—no

### CONCLUSIONS

If our sample were truly representative, i.e., if students who do not answer questionnaires are no different from students who do in regard to summer school preference, then our sample estimates of about 48 per cent, yes, and 52 per cent, no, are unbiased estimates of similar student body percentages. However, these percentages are so close together that, even assuming a representative sample, we have no statistical evidence of a significant difference. In other words, the difference in the two sample percentages may be due to sampling variation.

It should be noted that this student opinion sample was drawn from students who had actually selected a summer school organized on a full term basis, i.e., had in effect already made a choice of a type of summer school organization. In this respect the results would appear to be biased in the direction of a choice of a full-term summer school. A student opinion poll conducted probably at the end of the Spring Quarter should be free of this bias.

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# ARE ACADEMIC SUBJECTS IN HIGH SCHOOL THE MOST DESIRABLE PREPARATION FOR COLLEGE ENTRANCE?

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WILLIAM HUTCHINSON VAUGHAN  
Registrar, George Peabody College for Teachers

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A majority of American colleges today require a minimum of fifteen "academic" units for admission. Academic units are defined as English, Mathematics, Science, Social Science, and Languages. It is to be noticed that such subjects as Home Economics, Agriculture, Art, Music, Physical Education, Industrial Arts, and Commercial subjects are not accepted as academic units, and by this definition are held to be undesirable as preparation for college. Is there any justification for such a philosophy? This question assumes greater significance when it is remembered that a majority of high-school and college students are affected by it.

Is there any evidence to help answer this question? Let us turn to some studies that have been made in an effort to answer this question.

Perhaps the most ambitious study in this field was made under the auspices of the Progressive Education Association, by Chamberlain and others, entitled *Did They Succeed in College?* This is a part of the Eight-Year Study in which nearly three thousand students from progressive and conservative high schools were traced through both high schools and college. These students were admitted to all types of colleges and universities. The final summary of the study may be summed up in the following:

"According to the commonly used criteria of success in college, including grades and scholastic honors and participation and success in extra-curricular activities, the progressive school graduates come out "a little ahead" of a comparison group composed of traditionally trained students of closely similar scholastic aptitude and social and economic background."<sup>1</sup>

Gladfelter studied the records of college freshmen at Temple University admitted from Philadelphia high school in 1936. He found that the four-year average of high-school grades was a more accurate

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<sup>1</sup> Chamberlain, Dean; Chamberlain, Enid; Draught, Neal; and Scott, William; *Did They Succeed in College?* pp XX-XXI, Harper and Brothers, New York, 1942.

prediction of success in college than grades in particular subjects or groups of subjects. He ran the following correlations:<sup>2</sup>

Four-year high-school average with freshman year average .....	.68
Four-year high-school average in English with college English .....	.59
High-school modern languages with freshman-year modern languages ....	.48
First-year high-school Algebra and Geometry with college Mathematics ..	.36
Two years of high-school Algebra and Geometry with college Mathematics ..	.50
High-school Trigonometry with college Trigonometry .....	.55
High-school Social Science with college European History .....	.66
High-school Science with college Zoology .....	.38
High-school Science with college Biology .....	.48
High-school Science with college Chemistry .....	.65

Harl R. Douglas studied the records made by 1,196 high-school graduates in the University of Oregon in 1931. His findings follow:<sup>3</sup>

Grades on all high-school subjects with average grades made in college ..	.56
Grades made in Science with college average .....	.54
Grades in high-school English with college average .....	.49
Grades in high-school foreign languages with college average .....	.46
Grades in high-school Mathematics with average in college .....	.44
Grades in high-school vocational subjects and college grades .....	.35

Douglas concluded that the number of units taken in any one subject-matter field in high school does not furnish a satisfactory basis for predicting college success.

Segal and Proffitt found the highest correlation between averages of high-school grades and averages of college grades.<sup>4</sup>

Yates worked out a dissertation at the University of Kentucky on *The Type of High-School Curriculum Which Gives the Best Preparation for College*. The study included 706 students. They were paired on the basis of intelligence. The high-school preparation was classified as (1) General, (2) Classical, (3) Scientific, (4) Vocational. He found no "significant difference" between the college grades of students of equal intelligence regardless of curriculum studied.

Reeves and Russell of the University of Chicago began a series of studies in 1929 on *Admission and Retention of University Students*. There were some fifty projects included in the studies. One of their conclusions is that the matter of subjects pursued in high school has

<sup>2</sup> Gladefelter, Millard E., "The Value of Several Criteria in Predicting College Success," *Journal of the American Association of Collegiate Registrars*, Vol. XI, No. 3, pp. 187-195.

<sup>3</sup> Douglas, Harl R., "The Relation of High School Preparation and Certain Other Factors to Academic Success at the University of Oregon," *University of Oregon Publications*, Education Series, Vol. III, No. 1, 1931.

<sup>4</sup> Segal, David E. and Proffitt, Maris M., "Some Factors in the Adjustment of College Students," *U. S. Office of Education Bulletin* 12, 1937, pp 15-32

no relation to success in college work when account is taken of the native ability of students, and that it is unnecessary and unwise to favor certain high-school students because they have had certain high-school subjects.

Bolenbaugh and Proctor made a study on *Relation of the Subjects Taken in High School to Success in College*.<sup>5</sup> They selected 605 men enrolled at Stanford University in the classes of 1921 and 1922. One hundred and eleven were classified as vocational students in high school and four hundred and ninety were classified as academic students. Each group possessed good high-school scholarship and each rated above fifty on the Thorndyke Intelligence test. Thus they were comparable to a degree in general ability. The investigators found that high-school boys with from 15-50 per cent vocational credit did better work in college than those with strictly academic training.

Froelich in "Academic Prediction at the University of Wisconsin"<sup>6</sup> cites a particular study of 1,604 entering freshmen, and concludes there is no significant difference in the types of courses studied in high school.

These are samples of studies made in this field. To date we have found no study that supports the thesis that so called "Academic" subjects constitutes a "significantly" better preparation for entrance to college than the non-academic subjects.

There is a trend in American colleges today away from the requirement of fifteen academic units. Tomlinson studied trends in entrance requirements in 318 colleges. He compared the admission requirements for these colleges in 1932 and 1944. He found 42 per cent had made no change in requirements during those years. Forty per cent had become more liberal in admission requirements while 18 per cent were less liberal. He also found that the number requiring foreign language dropped from 189 in 1932 to 130 in 1944.<sup>7</sup>

Benjamin Fine reports that in 1945 fifty-eight per cent required algebra for admission while 70 per cent required it in 1925. Forty-five per cent required geometry in 1945 and 60 per cent in 1925.<sup>8</sup>

Many of the midwestern State Universities and State Colleges will accept graduates of accredited high schools regardless of the subject matter studied. University of Indiana, Ball State College, Ohio State

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<sup>5</sup> Bolenbaugh, Lawrence and Proctor, W. M., "Relation of the Subjects Taken in High School to Success in College," *Journal of Educational Research*, XV, (Feb. 1927), 87 ff.

<sup>6</sup> Froelich, G. J., "Academic Prediction at the University of Wisconsin," *Journal American Association of Collegiate Registrars*, 17: 65-76, Oct., 1941.

<sup>7</sup> Tomlinson, Lawrence E., "College Entrance Requirements," *Educational Studies*, Portland, Oregon, p 39.

<sup>8</sup> Fine, Benjamin, *Admission to American Colleges*, Harpers, 1946, p 30.

University, University of Minnesota, and Iowa State are notable examples of this policy.

Mount Mercy College requires "a competence in the use of the English language" as the only specific subject matter required for admission.<sup>9</sup>

Wellesley requires: English—4 units; Algebra—1 unit; Modern Languages—2 units; Latin or Greek—3 units. However, they will accept graduates of high schools which do not have such a curriculum.<sup>10</sup>

Ohio Wesleyan requires no set program of admission for those in the upper half of the graduating class.<sup>11</sup>

Antioch College requires no set program of high-school subjects for admission. They recommend: (1) Ability to read, write, and speak English well; (2) They suggest a good foundation in Mathematics, including algebra and geometry; (3) A general knowledge of History, including United States History, is suggested; (4) They suggest elementary knowledge of some science, and (5) one or more foreign languages advised but not required. The sixth suggestion is unique. It specifies that typing is considered so valuable that students should have mastered the skill before coming to college.<sup>12</sup>

Wooster requires eight units as follows: English—3; Algebra—1; Geometry—1; History—2; Science—1.<sup>13</sup>

Radcliffe requires graduation from high school with three units in English. They use a scholastic aptitude test and eliminate those with an aptitude of D or lower.<sup>14</sup>

Wayne University requires three units in English of all students with an additional requirement of Mathematics and Sciences for engineering students.<sup>15</sup>

Yale reports "The Board of Admissions is ready to consider an applicant whose preparation has not followed the normal pattern, provided that his record gives evidence of ability to do college work and provided he is recommended by his school."<sup>16</sup>

There were no teachers colleges included in the list of schools studied by Dr. Fine. In the belief that a knowledge of the practices in the teachers colleges is important if we would gain a better understanding of this problem, a group of twenty teachers colleges located in nineteen

<sup>9</sup> Ibid, p 52

<sup>10</sup> Ibid, p 50

<sup>11</sup> Ibid, p 33

<sup>12</sup> Ibid, p 34

<sup>13</sup> Ibid, p 34

<sup>14</sup> Ibid, p 48

<sup>15</sup> Ibid, p 38

<sup>16</sup> Ibid, p 59

states was selected for a brief survey of admission requirements as given in their latest catalogs. These twenty colleges are:

1. Arizona State College at Flagstaff, Arizona
2. Arkansas State Teachers College at Conway, Arkansas
3. Ball State Teachers College at Muncie, Indiana
4. Colorado State College of Education at Greeley, Colorado
5. East Carolina Teachers College at Greenville, North Carolina
6. Eastern Kentucky State Teachers College, at Richmond, Kentucky
7. East Tennessee State College at Johnson City, Tennessee
8. Fresno State College at Fresno, California
9. George Peabody College for Teachers at Nashville, Tennessee
10. Kansas State Teachers College at Pittsburg, Kansas
11. Nebraska State Teachers College at Kearney, Nebraska
12. New Mexico State Teachers College at Silver City, New Mexico
13. North Texas State Teachers College at Denton, Texas
14. Oswego State Teachers College at Oswego, New York
15. Patterson State Teachers College at Patterson, New Jersey
16. Southeast Missouri State College at Cape Girardeau, Missouri
17. State Teachers College at Florence, Alabama
18. Western Illinois State Teachers College at Macomb, Illinois
19. Western Michigan College of Education at Kalamazoo, Michigan
20. Western Washington College of Education at Bellingham, Washington

Ball State Teachers College, Colorado State College of Education, East Tennessee State College, Kansas State Teachers College, New Mexico State Teachers College, Western Illinois State Teachers College, and Western Washington College of Education all admit graduates of approved high schools without regard to subjects studied in high school. Eastern Kentucky State Teachers College requires three units in English in the high-school units presented for admission. Three schools, namely, Arkansas State Teachers College, Arizona State College, and Southeast Missouri specify that at least six academic units must be among the subjects offered for college entrance. North Texas State Teachers College requires seven academic units for admission to college. Kearney, Nebraska, and Oswego, New York, require eight academic units and Fresno State College and George Peabody College for Teachers specify ten academic units for entrance. Patterson, New Jersey, and Florence, Alabama, each require twelve academic units for admission, while East Carolina will permit only three non-academic units of the sixteen presented for entrance.

These facts re-enforce the data presented by Dr. Benjamin Fine. The teachers colleges are shifting admission trends along with the liberal arts colleges. The trend is definitely in the direction of an admission program based on something other than academic units. Dr. Fine recommends, "Instead of asking for 15 units, most of them in

academic fields, the colleges should develop a flexible program and accept high-school graduates regardless of the pattern of courses taken."

The pattern of college admissions is changing. Each college should examine carefully its admission program. Not every college should seek the same type of student; neither should all colleges use the same techniques in admitting students. If the requirement that places a premium on academic subjects is working a hardship on high schools and if there is no proved advantage to the college student who has followed the academic route, then the requirement should be either modified or changed completely.

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1. If asked by a playmate to stay away from school some warm spring day to go fishing.

Parents and teachers know that such a temptation as fishing on a warm spring day contrasted to the routine of the classroom is hard for the boy to turn down. His problem is in seeing duty before pleasure, and which he cannot see at first through his childish eyes. He needs the help of one older who knows from experience the benefits that come from duty first, then pleasure.

2. If asked to go to the corner drug store on Sunday morning to buy ice cream sodas with money given for Sunday School.

Of course ice cream sodas taste just as good on Sunday morning as any other time and the full meaning of "It is more blessed to give than to receive" comes only after years of giving. The youth has had his few years in the experience of receiving so he is ready to learn the art of giving.

3. If asked to go to some other place when supposed to be at a certain designated place.

When children have been granted permission to be at a certain place they very often interpret that time as theirs which is open for anything they would like to substitute. They mature instantly and want to try their initiative but never think of any inconvenience or danger their plans might cause. They have forgotten their original purpose for which the permission was given but they will not be able to recall it without help from a matured person.

4. If asked to own to facts known when questioned concerning happenings of vandalism in the community.

Tale bearers and tattlers have not gained any more popularity in the 20th century than 19th but the procedure of getting information to solve vandalism is still dependent upon eye witnesses and others who know facts. A youth doesn't realize the value of community property but he can have it presented to him so that he may begin to learn that he needs to protect it from destruction.

5. If asked to resort to unfair play in competitive sports and games. Knowing the rules of a game is a prerequisite for fair play but sometimes the desire to win is so strong that the glory of fair play is overshadowed. The spectators give the applause and if the louder applause follows fair play then the boys and girls will strive for it hoping to gain the victory as well.

After all, standards of character are set and approved by the adults of each generation and the boys and girls will respect their values according to the worth placed upon them by the mature generation.

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# THE ATOM AND THE EDUCATOR

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Trends in human thinking, like the changing of the moon, and like most occurrences in nature, seem to run in cycles. What we dogmatically defend today we may vigorously repudiate tomorrow. It seems that the only constant factor in our behavior and environment is change itself. This may be either good or bad, our individual judgment usually depending upon whether we are affected favorably or adversely by a given change.

Two years ago we hailed the atomic bomb as the pinnacle of scientific achievement, and as the finisher of the greatest of wars, with victory for "the right." We witnessed an unprecedented rush of people from all walks of life to the conclusion that atomic energy was to offer us suddenly a cure for all our ills and a promise of a Utopian existence. Some people even hesitated to buy ordinary cars and furnaces in the hope that soon a super-model would operate on atomic energy derived from a few drops of water or from a few grains of sand. Even some scientists took the opportunity to ride to fame on the coat tail of the atom, and to boost it, although their contribution to atomic science was remote indeed.

About a year after all this initial excitement about atomic energy many people began to develop a feeling of distaste for anything atomic. Speakers found audiences a little bored at hearing so much about "nuclear fission," "Bikini tests," et cetera. The radio, newspapers, and magazines were asked to give some less spectacular news so that the nerves might lower to a normal pitch. After all, atomic energy was about to be recognized as a lion in sheep's clothing. It was causing the United Nations one of its biggest headaches, and was giving the international politicians a wonderful opportunity to kick around this new football. It was being recognized as a possible source of great destruction—even obliteration—should another war occur. In short, not only were its great promises not being fulfilled, but its terror was becoming more apparent. This double-barreled realization was beginning to make some people doubt the wisdom of our ever having made atomic energy available.

A moving pendulum has two extremes in its arc of swing. So do

the hopes and thoughts of man. Somewhere between lies the truth for which the honest seek. During recent months we have begun an approach to a sane evaluation of the meaning of atomic energy in modern civilization. This statement does not intend to convey the idea that the nations, or even scientific groups, are agreed on what means should be used to control the use of atomic energy, nor even as to whether an attempt should be made to control it. But rather it means that we are beginning to understand that we cannot permanently ignore coming to grips with a major problem. Some simple yet basic conclusions concerning atomic energy are beginning to crystallize.

1. From a scientific viewpoint atomic energy offers an outstanding example of what man can do in directing the forces of nature if he puts himself to the task. It represents the pinnacle in scientific research not only in magnitude but also in the successful co-operation of so many specialists from so many different fields in a program carried out in a premeditated and calculated manner. It is at once frightening and consoling to contemplate the possibility of carrying out other scientific researches on a larger scale but in a similar manner.

2. The benefits derived from the application of scientific genius may be great indeed, or the suffering may be unimaginable, depending upon the use made of the discoveries. This truth has been known previously, for example in the use of nitroglycerin, but its full meaning has never before been made clearer to us.

3. For the first time in human history there exists the possibility that the total destruction of humanity can occur. A Hitlerian maniac armed with atomic weapons could quite conceivably end our civilization even if he knew it would end himself. The corollary to this truth, therefore, is that for the first time in history nations are faced with the necessity of scrapping their *laissez faire* policies, and co-operating to the extent that the use of atomic weapons is made impossible. Another way of saying this is that international politics of the historical variety must yield to international law, at least partially made and enforced by a group which made the law necessary—namely, the scientists. The politician must give way to the scientist, or chaos is certain. This is not to say that the scientist can guarantee escape from chaos, but that history makes it abundantly clear that the vagaries of political maneuvering have no place in a world in which atomic energy can be released indiscriminately. There is no known defense against an atomic bomb except to prevent its transportation.

4. In order that a degree of co-operation may be developed among nations which will insure all against the misuse of atomic weapons and other deadly weapons that are, and may be, developed, the peoples

of the world must be educated to the need for co-operation, and how it may be achieved. It is unthinkable that we shall base the plea for co-operation solely on the negative proposition that human instinct for self-preservation demands it, when we could more forcefully offer the positive argument that the blessings of atomic energy can be had without its curses, if we so will it.

The burden of this article is to expand the ideas just expressed. World educators representing all fields of specialization are faced with the responsibility of re-orienting their thinking in terms of our planet as a unit rather than in terms of an earth neatly divided into nations. Perhaps few groups have been so little conscious of differences in national and race groups and ideologies as have the scientists. Consequently, they are made doubly responsible in the task of education. They must teach the technical aspects of the atom, and they must use their objectivity in helping to direct atomic energy into beneficial uses for mankind. For the first time the scientist is forced to look beyond the walls of his laboratory and to wonder seriously if his work will prove a curse or a blessing.

Let us look into some aspects of atomic energy which we believe the scientist would have the educator in general consider.

*Q. What is an atom, anyway?*

A. The atom is a very small space—a billionth the size of a pinhead—having even a tinier core, or nucleus, encircled by halos of energy caused by fast-moving electrons. These electrons are bits of electricity, and vary in number from one to one-hundred in different atoms. They revolve about the nucleus in a manner similar to the planets going around the sun in the orbits, except much faster. Hence, the atom is thought to resemble a minute solar system.

To get a picture of a typical atom, if a pinhead were placed in the center of the Peabody Quadrangle to represent the nucleus of the atom, the electrons would be golf balls in orbits half a mile or more in radius! Hydrogen, the simplest atom, would have only one golf ball, while uranium, not quite the most complex, would have ninety-two golf balls at varying distances.

*Q. How many kinds of atoms are there?*

A. At present nearly 500 kinds are known, although only 96 elements (iron, gold, uranium, oxygen, etc.) are known.

*Q. What is atomic energy?*

A. It is energy (heat, light, etc.) obtained by changing the atom in some way. The atom may be changed either on its surface or at its

heart, or at both places. Ordinary burning illustrates the superficial, surface changes that occur in atoms. The energy released is relatively very small. But changing the nucleus of an atom, literally breaking its heart, releases enormous amounts of energy bound up in the nucleus. This may be done by hitting the nucleus with various tiny particles, projected from other atoms, or shot from atom-smashing machines. This energy is correctly called "nuclear energy," and is commonly called "atomic energy." Splitting the nucleus is called "atomic fission" or "nuclear fission." When the atom splits, smaller atoms are formed from the fragments, but some of the matter is converted into energy.

This energy first escapes in the form of deadly rays which may be used to destroy cancerous tissue. They are eventually absorbed by surrounding material and changed into heat. This sudden release of heat in the atomic bomb causes the air to expand very fast, and to create a great force, or tidal wave, in the air. An explosion under water, which is less elastic than air, gives even a greater concentration of force and destruction.

To contrast further the quantities derived from "surface burning" and "heart burning" of atoms in a pound of coal, ordinary burning releases enough energy to give one propeller on the Queen Mary a good kick, while complete "heart burning" would drive the ship several times around the world.

*Q. Can atomic energy be secured from all kinds of atoms?*

A. Theoretically, yes. Atoms of all elements have been split, in fact many of them split naturally. Much difference exists in the ease with which atoms may be split. For example, uranium, 235, radium, and other atoms split spontaneously, while other atoms, like iron, aluminum, and nitrogen, are quite stable and split only with difficulty. It is fortunate, indeed, that there are so many stable atoms in the world! It is also fortunate that some materials burn easily, while others burn hardly at all.

Some of these atoms give off particles, when they split, which in turn cause other atoms to split. This enables continuous splitting to be carried on which is known as a "chain reaction." For example, relatively stable uranium—238, which is rather plentiful, can be made to split by mixing some uranium—235 with it.

*Q. Is atomic energy something new?*

A. No. It has been produced from both the surface and nucleus of the atom for ages. We have recognized the surface energy as burning, giving off heat and light, but only during the last fifty years have we become aware of the nuclear energy present. For all these countless

centuries man in his ignorance has assumed that the sun gave forth its energy by ordinary combustion, yet he could not account for the fact that it seemed to burn eternally. He did not know that all of our petroleum and coal reserves, and all other forms of fuels, owe their power in the long run to nuclear fission occurring on the sun over ninety million miles away! How few motorists know that this is the power that they enjoy! How the human family, struggling with its burdens for ages, has needed the power inherent in the very atoms of the burdens, much as a person thirsts while floating on a crystal-clear stream! The thoughtful scientist is ever intrigued with the idea that somewhere, somehow hidden within his reach is a secret of nature which, if revealed, would be of inestimable value to humanity.

The first proof that energy could be derived from the splitting of atoms came about fifty years ago when it was found that radium constantly gave off heat and light, and other rays, yet diminished very little in size. Then Einstein told us mathematically that energy could be obtained by destroying matter. However, radium and the other elements that would split naturally were scarce, fortunate for our health. In the 1930's scientists began to build machines which force otherwise stable atoms to split. Only in the respect that atomic energy can now be obtained from new sources can it be considered "new."

The atom (Greek, "a," not, and "tom," divisible) should now be rechristened Tom!

*Q. If atomic energy is so old, then why all the excitement about it?*

A. Its nature and importance are just now being understood for the first time. Waterfalls were once only objects of beauty and awe. Now they mean electric power with its attendant blessings also. We once threw away cottonseed; now we make shortenings, oils, oleomargarine, plastics, and many other products from it, so that we consider it almost as important as the cotton fiber. We once thought that coal tar was useless; yet today thousands of compounds, including perfumes, flavors, textiles, dyes, and drugs are obtained from this "useless" stuff. And so it goes with materials all around us. Nothing is unimportant. For only as we gather facts about a person or a thing can we begin to assess the value thereof. This value often is not apparent until similar assessments have been made on other persons or things, and useful correlations are made. This is why research is so necessary, although often costly. We are now able to see the value in atomic energy because we know its value in treating cancer and related diseases; in providing man with energy at a time when he began to visualize a shortage of fuels; and in enabling more efficient research to be done on the ultimate structure of matter.

2. It brought a dramatic end to the greatest of all wars. Any scientific development—to be imaginative, let us say a method of causing floods to descend suddenly on the enemy—which would have abruptly ended the war, as did atomic energy, would have received great acclaim. But to be told that a piece of material no larger than a football, and carried by one airplane, had the destructive capacity of 20,000 tons of TNT, and could obliterate a city, climaxed a period of popular belief that man had barely begun to explore the world of science. In short, the speed with which atomic energy had been developed had exceeded the most optimistic expectations of the scientist of the 1930's, and had almost challenged the imagination of the pseudo-scientists who had written so many lurid stories on this subject in the pulp magazines.

3. It assured man of limitless quantities of energy for the first time. This may not seem important at first glance. Do we not have large reserves of petroleum and gas, enough coal to last 3,000 years, not to mention untold amounts of shale and cellulose, and the possibility of solar energy itself being captured? All of this is true, but our future demands for energy may greatly exceed our present demands, so that our reserves may dwindle even if new deposits are found. Outside atomic energy, our only hope would then be to utilize more efficiently the energy from the sun. It is quite probable that a perfected technology in atomic energy will not only make available limitless quantities of energy, but that eventually it will be able to compete with energy from other sources in convenience. Even now, in crude Year III of the Atomic Age, it is possible to produce electricity or heat from atomic energy almost as cheaply as from coal. Hence, areas isolated from hydroelectric and other power can now become equal with respect to energy. We hope that the atoms will not strike! And we trust that efficient methods for overcoming hazards due to radioactivity will be perfected.

It is time to become joyously excited when we discover that we can now enjoy the whole apple whereas we have been only wise enough in the past to utilize the stem. Human labor can be greatly eased (which we assume is good, despite arguments heard to the contrary). In the United States the per capita annual consumption of electricity is 1,600 kilowatt hours, which is roughly equivalent to giving each person in this country two servants working 24 hours per day! The power age? Yes, but what will the super-power age be like? What to do with our leisure?

4. It offers new possibilities for further developments. To the scientist at least this is the most exciting aspect of atomic energy. These new possibilities include medical research, some of which has

already been fruitful; new engines and modes of travel, perhaps into space; new techniques in scientific research—just how, for example, does nature build a leaf? How is the atom tied together, now that it is broken apart? What can be done about cancer? What is life? What causes mutations?

5. It brings new challenges to the human family. These challenges, some of which have been indicated, may be pleasant or odious, easy or difficult in meeting. Certainly the scientist is eager to see what can be done with our newest phenomenon. To him are opened great wide avenues of research for the good of mankind—he hopes. To him here is a promise of a golden age which man *can* enjoy. He sees at last a definite possibility of building a new physical world: of taking the load from the shoulders of the trudging Chinaman, and giving him, too, electrical servants to reduce his burdens, to take the plodding Englishman from the unproductive mines; to remove the smoke and filth from our cities; to change our deserts into fields of waving grain, and yet to hold back the surging flood; to build peaceful empires in South America, India, and Australia, where great resources lie dormant at the feet of the people who need them developed. The birth of the atomic era can mark a new Renaissance in human history—a new call to our faith in the education and knowledge which can make this era possible. And we now stand only at the threshold of what can be the most glorious period in human history.

Yet at this threshold we falter. Human vision, blinded by fear, greed, and jealousy, cannot penetrate beyond the present. We hear the prophets of doom and disaster tell us that at last the deviltries of man's scientific genius have ensnared him beyond extrication. Conveniently forgetting that science is the search for truth, and even while enjoying its blessings, these "prophets" will not stay for an answer. They will not wait to hear that the scientist can work only with the materials God has given him, and that he often makes unexpected discoveries the uses of which are unpredictable. If others distort the use of the discovery, then why blame the discoverer? If the discoverer be censured, then why not the Maker? Must we blame the driver or the car that a wreck occurred? Must the scientist use his genius for discovery, and be forced to police the use thereof? If so, will the politician be willing to yield his power? And must we forego the blessings of science in order to avoid its alleged curses?

We hear so much about the "curses of science," which is just about as logical as saying that fire is bad on a bitter-cold day because a fiendish arson has misused it on a neighbor's house. Or to say that chlorine—a chemical of a thousand uses—should no longer be manu-

factured for purifying our water lest its use in warfare be repeated. Let's be consistent. We cannot have our cake and eat it too. If we are going to blame science itself for the evils others give to it, then let us be willing to give up our aspirin, our shiny cars, our nylons, and countless other blessings it brings.

The challenge to the human family is urgent. It is not in terms of physical force that it will be answered. We are told that thorium, more plentiful than uranium, is now being used to produce atomic energy. Moreover, other common materials will submit sooner or later to fission. Not only that, but there are indications that the very process which gives atomic energy can be used to produce materials to be used for more energy. In other words, fissionable materials will be accumulative. Not only is this probable, but it is likely that the percentage conversion of matter into energy—0.1 per cent in the bombs—may be vastly increased. With all of these developments, the challenge to the human family comes in the question whether the spiritual and social sides of our existence can be strengthened so as to make the misuse of our destructive powers impossible. We cannot meet this challenge so well by suppressing what might be used as evil, but rather by overcoming even the possibilities of evil with good.

It seems possible that the scientist will not have made his chief contribution to humanity by providing atomic energy and other discoveries, but that he has made necessary a clasping of international hands. Whether fear can serve as the proper motivation remains to be seen, but if education can take up where fear ends, then atomic energy will benefit us both directly and indirectly.

Now, Mr. Educator, what will *you* do toward pointing the way at the threshold? Will you choose the negative approach by attempting to bridle science (remember that knowledge has never been successfully chained)? Or will you educate the people to the meaning and implications of atomic energy, and to their responsibility in the atomic age? Will you tell your classes that two billion dollars were squandered at Oak Ridge and elsewhere on atomic projects? Or will you say that two billion dollars thus invested guaranteed Allied victory in the late war at less cost? Will the psychologist argue that motivation, through fear, to organize the world is unsound? And will the social scientist demonstrate to his students the need for social progress that will compare favorably with natural science progress? But will he not also point out that people do not submit as neatly to equations and formulas as do things, and that common grounds of agreement must be found? Will the geographer stimulate and inspire his students with the things that *could* happen to our old earth for good, if we are only willing to lay aside our fangs? And the language teacher—what a task here to

overcome barriers to international communication and good will! Would it not be helpful if Mr. Marshall and Mr. Molotov could speak Esperanto, or at least understand each other as well as international scientists understand mathematics, or as musicians mutually appreciate the opera?

What contributions can, and will, we make in our classwork to promote an understanding of UNESCO? Shall we be so concerned with the glories of the past that we cannot ponder the problems of the present and future? What will education do?

In short we face again one of those great problems one solution to which determines in a large measure our destiny. We are caught in a dilemma of learning: we have the knowledge to produce atomic energy, but do we have the wisdom to use it? We must understand that great responsibility accompanies wide knowledge, and that knowledge is not wisdom. As we stand at the crossroads we see roads leading in opposite directions: one to an age of unsurpassed progress; the other to endless destruction and misery. There may be detours and byroads in between so that a choice may be neither simple nor final. But whatever route we choose now, of two things at least we may be certain: (1) Although all may not be right with the world, yet God is still in His Heaven; and (2) always with us will be the least, now become the greatest—the atom.

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# PEABODY BIMONTHLY BOOKNOTES

*Selected Professional and Cultural Books for a Teacher's Library*

September, 1947

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## Arts

BARNOUW, ERIK. *Handbook of Radio Writ-ing*. Little, Brown and Co., 1947. 336p. \$3.00.

A practiced and practical man offers provocative and practical help.

BARTLETT, ELLA HERBERT, ed. *Stephen Fos-ter, Songs for Boys and Girls*. Whittlesey House, McGraw-Hill Book Co., c1945. 47p. \$2.00.

'A fine collection of fourteen of Foster's well-known and loved songs. The songs and accompaniments have been arranged so that children may enjoy them. The songs are nicely illustrated. A lovely book for children to enjoy.

BROWN, BEN W. *Upstage-Downstage*. Wal-ter H. Baker Co., c1946. 94p. \$1.50.

A handbook for those interested in direct-ing and staging plays. The style is intimate and the information is clearly presented. Valuable for both actors and directors.

BROWNLEY, ALBERT. *How to Paint and Stencil Textiles*. Alby Studio, c1946. 88p. \$2.00.

A book of techniques for textile decora-tion. Much good information is given in ■ informal presentation. Better illustrations would make a more attractive book.

BURCH, GLADYS. *Famous Violinists for Young People*. A. S. Barnes and Co., c1946. 232p. \$2.00.

This little book should be in the hands of all persons, young or old, who are seriously interested in the violin, its history, famous virtuosi, and makers.

BURROUGHS, BETTY, ed. *Vasari's Lives of the Artists*. Simon and Schuster, Inc., 1946. 309p. \$3.75.

An abridged edition of the authentic work first published in 1550 and revised in 1558. These intimate, easy to read biographies have been selected from the larger work.

and those portions presented which give the feeling of the whole without their tiresome-ness. The sixty-four illustrations are excel-lent both in selection and reproduction.

CANNON, BEEKMAN C. *Johann Mattheson, Spectator in Music*. Yale University Press, 1947. 244p. \$3.00. (Yale Studies in the History of Music).

Mr. Cannon's dissertation on Johann Mattheson (1681-1764) is the first volume of the *Yale Studies in the History of Music*, edited by Leo Schrade, one of our foremost musicologists. Mattheson, a contemporary of J. S. Bach, is important as a critic and author as well as a composer. This book gives a well-documented discussion of Mattheson's life and works. It also serves as a reminder of the great and divers musical activity in eighteenth-century Germany.

DAVIS, ADELE. *Let's Cook It Right*. Har-court, Brace and Co., c1947. 626p. \$3.00.

This book not only has good recipes but many excellent suggestions for combinations of foods and brief discussions of the nutri-tive value of the different foods. Rec-ommended for the inexperienced as well as the experienced cook.

FIELDS, VICTOR ALEXANDER. *Training the Singing Voice*. King's Crown Press, 1947. 337p. \$4.00.

One of the outstanding advantages of this book is its broad treatment of the sub-ject. For a careful study of faculty vocal production there should always be ■ presen-tation of the several 'schools of thought' with a careful analysis of each. This seems to be the book's forte. The annotated bibliog-raphy is extremely valuable.

FINNEY, ROSS LEE. *The Game of Harmony*. Harcourt, Brace and Co., c1947. 167p. \$2.00.

This book is planned so that young people may enjoy learning to write music. The author assumes that the student has had no experience in musical notation. Rec-ommended for ■ student of junior or senior

high school who wants to try his hand at writing music. It would be helpful to a young teacher of harmony, too, for the pedagogical plan is good.

FLEISCHMAN, ERNEST M. *The Modern Lunccheonette*. Dahl Publishing Co., 1947. 166p.

Mr. Fleischman has very helpfully shared his experiences in a very attractive way. Those who are interested in feeding large numbers of people will enjoy it.

HENING, VIOLA. *Fun With Scraps*. Bruce Publishing Co., c1947. 178p. \$3.00.

A book of suggestions and patterns for making things of scraps. The suggested objects are too much of the tricky novelty type and are not well designed for use.

HUNT, BEN. *More Ben Hunt Whittlings*. Bruce Publishing Co., c1947. 107p. \$2.50.

This volume well illustrates the type of projects one can make with inexpensive tools and materials. The projects are well selected as to the degree of difficulty in whittling. An excellent reference for miscellaneous crafts.

IVERARITY, R. B. *Northwest Coast Indian Art*. Washington State Museum, University of Washington, 1946. unpag. 85c. (University of Washington Museum Series)

A delightful little book beautifully planned and executed. The illustrations are excellent examples of good photography and are dramatically presented with backgrounds of color and interesting reading material. The booklet invites the reader to a more intensive study of the Northwest coast of Indian art.

LAPRADE, ERNEST. *Broadcasting Music*. Rinehart and Co., c1947. 236p. \$2.50. (Rinehart Radio Series).

An excellent survey of the problems in broadcasting music. Problems, ranging from the selection of radio talent, arranging and copying music, to the actual production of a music program on the air, are discussed. The book is well-organized and has many fine illustrations.

LESPARRE, JEAN N. *Herbs, Spices and Seasonings*. The Dahls, c1946. 73p. \$1.00.

This little book gives a very good list of spices, herbs, and seasonings arranged in alphabetical order with pronunciations given. It also gives briefly the uses of each herb and spice. An excellent little book.

PRATT, FLETCHER, and BAILEY, ROBESON. *A Man and His Meals*. Henry Holt and Co., c1947. 251p. \$2.50.

This is a most interesting and attractively written book with a store of kitchen lore but not a recipe book. It has good and thorough information on foods, written in such a way that it makes one hungry and want to cook. I recommend it for the pleasure of reading and the information it gives.

SMITH, F. R. *Small Jewellery*. Pitman Publishing Corp., 1947. 109p. \$1.50. (Crafts For All).

A well-written handbook for small

jewellery work. It is practical and sound in its presentation. Good chapters are given on tools, materials, and methods of work. The illustrations are well drawn. It is a good book for the library of all working with jewellery and especially for beginners.

TAYLOR, FREDERICK A. *So, You're Going to Take Music Lessons. So, We're Going to Have Music Lessons*. Bruce Humphries, Inc., c1947. 31p; 20p. 75c; 50c.

Two little pamphlets directed to parents and children who are becoming involved in "music lessons" for the first time. There is much common sense talk about the choice of a teacher, what instrument, how long to practice, and similar questions.

TOYE, FRANCIS. *Giuseppe Verdi, His Life and Works*. Alfred A. Knopf, Inc., 1946. 414p. \$5.00.

This reliable, delightfully written, and remarkably compact biography of one of the greatest of all operatic composers was first published in England in 1930. The second half of the book is devoted to revealing and thoughtful critical analyses of all Verdi's works. Perhaps more than any other work, it has caused musicians to re-examine their attitude toward Verdi, and to appreciate his genius more fully.

*Weaving is Fun*. Louisville, Ky., Lou Tate, c1946. 64p. \$2.00.

A splendid book for the use of a two-harness table loom. Detailed instructions are given for the warping of the loom, selection of thread, and various techniques for weaving many different articles. The book is well illustrated with many photographs. A good book for every weaver to own.

*Woman's Home Companion Cook Book*. Garden City Publishing Co., c1946. 951p. \$3.00.

This is an excellent cook book with good and attractive recipes. It has some colored pictures as well as some black and white. It gives information on meal planning and table setting.

## Children's Literature

BROWN, ROSE. *The Land and People of Brazil*. J. B. Lippincott Co., c1946. 120p. \$2.25.

Rose Brown, former resident of Brazil, presents in attractive style the terrain, history, and people of that neighboring land. Illustrations are photographs of both action and scenic types.

CHRISTIE, AGATHA. *Ten Little Indians, A Mystery Play in Three Acts*. Samuel French, Inc., c1946. 95p. 85c.

A good and well-known play, suitable for upper grades and junior-high school.

ELIOT, ETHEL, COOK. *Roses for Mexico*. Macmillan Co., 1947. 119p. \$1.75.

A pleasant story of special interest to Catholic boys and girls. It is a story of miracles which seem both real and possible.

GARST, SHANNON. *Amelia Earhart*. Julian Messner, Inc., c1947. 191p. \$2.50.

This recent addition to the Messner Shelf of Biographies is a good treatment of the life of the great aviatrix into which is woven her struggles for equal rights for women and the advancement of aviation. The book is made more useful by its chronology of her life, bibliography, and index. Grades 5-8.

GRIMM. *The Golden Goose*; pictures by Arnold E. Bare. Houghton Mifflin Co., 1947. 23p. \$1.00. (Nursery Books Series).

The illustrations are attractive but it seems rather expensive for one story only. An attractive edition of Grimm's fairy tales would be a better buy if money was any object.

COURLANDER, HAROLD and HERZOG, GEORGE. *The Cow-Tail Switch*; illustrated by Madye Lee Chastain. Henry Holt and Co., c1947. 143. \$2.50.

A collection of 20 West African folklore tales. Some are reminiscent of Bre'r Rabbit. There are notes and there is a guide to pronunciation. May be correlated with history and geography. Grades 4-6.

FRANKLIN, GEORGE CORY. *Wild Animals of the Five Rivers Country*. Houghton Mifflin Co., 1947. 271p. \$2.50.

Unbroken forests and mountain parks of the Continental Divide, wild animals, beyond doubt personally known to the author, and true incidents form the background, characters, and dramatic action of this book of stories. It should please both old and young. Mary Ogden Abbott, well-known painter and sculptor of wild life, is the illustrator.

FRISSELL, BERNICE OSLER, and FRIEBELE, MARY LOUISE. *Fun in Swimming. Fun at the Playground*. Macmillan Co., c1946. 154p; 88p. \$1.20; \$1.00. (Sports Readers).

Supplementary readers for successful, independent reading in the third grade. Written in interesting story form that gives diagrams, basic rules, and directions for swimming, diving, and life-saving. Instructions for several games that can be understood and played by children of this age level.

GOULD, JEAN. *Jane*. Houghton Mifflin Co., 1947. 248p. \$2.50.

A very attractive story biography of Jane Austen. There is no striving for artificial effects. Instead, the distinctive natural charm of a gifted writer is presented simply and clearly.

GUTHRIDGE, SUE. *Tom Edison*. Bobbs-Merrill Co., c1947. 200p. \$1.75. (Childhood of Famous Americans Series).

A book about Edison for grades 3-5 is a happy circumstance. This is the 100th anniversary of his birth and a number of books have been written about him. This one in the *Childhood of Famous Americans Series* will be most welcome.

HARDY, MARTHA. *Tatoosh*. Macmillan Co., 1947. 239p. \$2.75.

This is the story of a school teacher who spent three months as a lookout for the U.S.

Forest Service. She has a delightful manner of writing. It is good to know that Glen Rounds is back from the wars to draw amusing pictures again and to write books too, we hope. Grades 7-9.

HAZELTINE, ALIVE I., and SMITH, ELVA S. *The Easter Book of Legends and Stories*. Lothrop, Lee and Shepard Co., c1947. 392p. \$2.75.

An anthology of the best Easter literature comprised of Biblical narrative, sacred song, nature verse, plays, legends, stories, and other poems associated with the Day. The book is illustrated throughout with delicate pen and ink drawings by Pamela Bianco. All ages will enjoy the book, and it would be most valuable in a school library.

HEAL, EDITH. *The Golden Bowl*; illustrated by Marian Cannon. Lothrop, Lee and Shepard, c1947. 72p. \$1.50.

A locality story is always welcome especially one about New Orleans. Can be read to grade 2 and is suitable also for grades 3-4. The Golden Bowl is a restaurant.

HENRY, MARGUERITE, and DENNIS, WESLEY. *Benjamin West and his Cat Grimalkin*. Bobbs-Merrill Co., c1947. 147p. \$2.50.

West is "father of American painting." M. Henry has made an appealing story of West's boyhood and his urge to paint and the way his cat helped him. Grades 4-6.

HOROWITZ, CAROLINE. *A Treasury of Play Ideas for Tiny Tots*. Hart Publishing Co., c1947. 93p. \$1.00.

A splendid little book for young children of age two to six. It is filled with things to entertain the child in the home using materials at hand. Games, easy to play, using equipment made by the child with little supervision, invite imagination and stimulate the creative ability. A book any young child would like to own.

HOSFORD, DOROTHY. *By His Own Might, The Battle of Beowulf*. Henry Holt and Co., c1947. 69p. \$2.00.

A story for grades 5-7. The striking stylized illustrations add much to the book.

HOWARD, ELIZABETH. *Summer Under Sail*. William Morrow and Co., 1947. 213p. \$2.00.

The period is 1852 and the place Cleveland, Ohio, and the Great Lakes. Pleasant romance and adventure for teen-age girls.

HURD, EDITH THACHER. *Hurry Hurry*. William R. Scott, Inc., c1947. unp. \$1.35.

This is a new edition of Miss Thacher's amusing story of what happened to a hurrier. The illustrations by Mary Dans Shipman are full of action and nonsense. First and second grades will like this read aloud.

JOHNSON, ENID, and PECK, ANNE MERRIMAN. *Big Bright Land*. Julian Messner, Inc., c1947. 264p. \$2.50.

Adventures of two high-school graduates from Connecticut on an Arizona ranch told with intrigue, mystery, and pathos in a vivid and readable style. Illustrated in black and white drawings. Recommended for high school and junior high.

JOHNSON, MARGARET S., and JOHNSON, HELEN L. *Joey and Patches, A Story of Two Kittens*. William Morrow and Co., c1947. 70p. \$2.00

Joey and Patches is a lovely story about two kittens. Artistically illustrated, and printed in 24-point type. Youngsters will enjoy seeing and reading it.

KHATCHATRIANZ, I. *Armenian Folk Tales*; translation by N. W. Orloff. Colonial House, 1946. 141p. \$2.00.

A collection of little known folk tales collected in Soviet Armenia, published in Russian, and translated into English. For grades 3-5.

LANSING, ELISABETH Nancy Naylor, *Visiting Nurse*. Thomas Y. Crowell Co., c1947. 241p. \$2.00.

Another in the series of Nancy Naylor nursing stories. There is some question whether it is the vocational aspect or the love interest which makes the book popular. High school.

LEVINGER, ELMA EHRLICH. *The Golden Door*. Bloch Publishing Co., 1947. 204p. \$2.50.

This collection of short stories relates the part Jews played in the early history of our country. Historical characters and events are fictionized for young readers.

MALVERN, GLADYS. *Ann Lawrence of Old New York*. Julian Messner, Inc., c1947. 203p. \$2.25.

The author's *Valiant Minstrel* won the Julia Ellsworth Ford Foundation award. This new book is the story of New York in the days of Daniel Webster and Washington Irving. Miss Malvern has many good books to her credit and this absorbing story for young adults will add to that list. For high-school pupils.

MONSELL, HELEN ALBEE. *Henry Clay, Mill Boy of the Slashes*. Bobbs-Merrill Co., c1947. 183p. \$1.75. (Childhood of Famous Americans Series).

While everything in the story may not have happened just as it is written, this is a fine addition to the *Childhood of Famous Americans Series* and one which will delight children in grades 3-5.

MORTON, K., and MORTON, E. E. *Boys' Guide to Fishing*. Greenberg, Inc., c1947. 96p. \$2.00.

Bait and tackle required to catch salt water fish, and how to catch and cook fresh water fish are included in this small book. Boys and their fathers will enjoy this book.

NORLING, Jo, and NORLING, ERNEST. *Pogo's Lamb, A Story of Wool*. Henry Holt and Co., c1947. 45p. \$1.25.

A fact book about sheep and wool for elementary school. The cowboy and the dogs add to the interest.

NORTON, ANDRE. *Rogue Reynard*; pictured by Laura Bannon. Houghton Mifflin Co., 1947. 96p. \$2.50.

A story based upon the beast sage of Reynard, the fox. Grades 3-5.

SALEM, ELIZABETH K. *Encyclopedia Britannica World's Children Picture Series*. Encyclopedia Britannica Press, 1947. 40p ea. 50c ea. (Series of 12).

Lovely prints, authentic in detail, showing the children of the world and their essential likeness to each other. These booklets are excellent to develop world understanding and sympathy. The series include Mexican, Eskimo, Navajo, Chinese, French-Canadian, Dutch, Swiss, Brazilian, Japanese, English, African, and Hawaiian children.

SCHOONOVER, MARY T. *Mrs. McFinney and her Friends*, illustrated by Helena Schoonover. Macmillan Co., 1947. 79p. \$2.00.

A delightful story of a little old lady, her dog and cat, and a small boy named Peter. Grades 1-3.

SELSAM, MILLICENT E. *Hidden Animals*; pictures by David Shairo. International Publishers Co., c1947. unp. \$1.00.

A useful book for nature study especially good on protective coloring. Grades 2-4.

STEVENSON, AUGUSTA. *U. S. Grant, Young Horseman*. Bobbs-Merrill Co., c1947. 187p. \$1.75. (Childhood of Famous Americans Series).

Adventures of the courageous youth brought to life in a story that is simply but interestingly told. The reader also has glimpses of him as victorious general and President. Attractively illustrated with silhouettes. Of special interest to boys in Grades 4 and 5.

STEVENSON, O. J. *The Talking Wire, The Story of Alexander Graham Bell*. Julian Messner, Inc., c1947. 207p. \$2.50.

An interestingly written story of the life and scientific achievements of Alexander Graham Bell told for children in the grades.

STEVENS, LAURA. ANTIONETTE. *Balloonist From Brazil*. Beckley-Cardy Co., c1947. 83p. \$1.00.

Alberto Santos-Dumont won a prize of \$20,000 in France for flying a balloon seven miles and following a prescribed route around the Eiffel Tower. Air minded children in grades 5-7 will enjoy this. Can be used with older retarded readers.

STONE, ADRIENNE. *Hawaii's Queen Liliuokalani*. Julian Messner, Inc., c1947. 273p. \$2.50.

This is both a locality story and a historical one. This is Hawaii in the late 19th and early 20th centuries. The Queen lost her throne when the United States annexed her realm. She later renewed her friendship with the U.S. The author has lived in Hawaii and has a real understanding for its people. Junior and senior-high school.

WEBBER, IRMA E. *Anywhere in the World*. William R. Scott, c1947. 64p. \$1.50.

This is a book for use in the lower elementary grades. It tells in simple language and with numerous illustrations how plants and animals adapt themselves to their environment.

WEIL, ANN. *Franklin Roosevelt*. Bobbs-

Merrill Co., c1947. 200p. \$1.75. (Childhood of Famous Americans Series).

Most of the story is about the boy Franklin, but it includes the founding of the hospital at Warm Springs and there are a few pages that tell about the opening of Roosevelt's home as a museum after his death. Grades 4-6.

WHITNEY, PHYLLIS A. *Willow Hill*. Reynal and Hitchcock, Inc., 1947. 243p. \$2.50.

Here is a courageous story dealing honestly and fearlessly with the question of race intolerance. The story is seen through the eyes of Val Coleman—how she and her friends refused to wait for their elders to solve the problem. A fine human story for teen-age readers. It won the \$3,500 award of the Youth Today contest.

## Education and Psychology

ALBERTY, HAROLD. *Reorganizing the High School Curriculum*. Macmillan Co., c1947. 458p. \$4.00.

A concise statement of the development, status, and function of the high school serves as an introduction for the treatment of the curriculum. Most of the book is devoted to what the author calls "resource units," and the application of such units work to more specific social areas, e.g., problems of living in an air age. The point of view throughout is that of a functional philosophy of education.

AMATO, GUY ALBERT D'. *Portrait of Ideas*. Christopher Publishing House, c1947. 220p. \$4.00.

This sets out to be a presentation of the essential ideas that made great men great, without the confusion of customary data. Often the attempt is successful. Sometimes it becomes brilliant and sometimes labored. The ideas presented range from Leonardo de Vinci to Henri Bergson. If one wishes to comprehend the fifty-one men treated in this volume, it will be necessary to experience them directly, not just read this book.

BROWN, FRANCIS J. *Educational Sociology*. Prentice-Hall, Inc., 1947. 626p. \$4.00 text ed.; \$5.35 trade ed.

A text prepared by a sociologist who believes education is a major instrument of social control and a fruitful field for the application of social principles. The topics are sociological with educational implications developed. This text would give particularly good results in a course taught by an educationist.

BRUBACHER, JOHN S. *A History of the Problems of Education*. McGraw-Hill Book Co., 1947. 688p. \$4.00. (McGraw-Hill Series in Education).

A scholarly presentation of the appearance and development of education's major problems.

BRUECKNER, LEO J., and GROSSNICKLE, FOSTER E. *How to Make Arithmetic Meaningful*. John C. Winston Co., c1947. 513p. \$4.00.

An excellent resume of much of the important research about teaching arithmetic

with quite well substantiated defense of the necessity of teaching through social experiences as well as drill techniques.

CATTELL, RAYMOND B. *Description and Measurement of Personality*. World Book Co., c1946. 602p. \$4.00. (Measurement and Adjustment Series).

For several years, Dr. Cattell has been attempting to reduce to a useful minimum the number of traits necessary to adequately describe personality. In this book he discusses the general methodology he uses and presents some of the preliminary results. The book is of a highly technical nature, and in many spots the ideas are not presented as clearly as they might have been. There is a good chance, however, that this may be one of the more important books published in the field of psychology during the past ten years.

DAKIN, DOROTHY. *How to Teach High School English*. D. C. Heath and Co., c1947. 592p. \$3.50.

An unusually helpful summary of what good teaching means written in terms of functional significance. The book is clear, concise, and interesting. Appendices give illustrations of kinds of activities possible in high-school English. Both beginning and experienced teachers will find this book helpful.

DOREMUS, WILLIAM L. *Advertising for Profit*. Pitman Publishing Co., c1947. 130p. \$2.00.

"A book which is devoted wholly to the advertising problems of the independent businessman, particularly the retailer." There is a very definite need for this book because most advertising texts deal with the large user of space. It is worth many times its price to the small advertiser.

ELDER, ALFONSO, and HAMILTON, HENRY C. *Planning*. Atlanta University, 1947. 129p. \$2.50.

Excellent suggestions and guides for principals of schools, superintendents, supervisors, directors of workshops, and others who are attempting to work democratically for group action.

FAEGRE, MARION L., and ANDERSON, JOHN E. *Child Care and Training*; 7th ed., rev. University of Minnesota Press, c1947. 310p. \$3.25.

This book is an excellent and up-to-date source of information for use both in home and classroom. The book has been revised for the seventh time to include results of recent studies and gives an interesting and accurate analysis of growth in all its phases from birth to adolescence.

FREDERICK, ROBERT W., and OTHERS. *A Guide to College Study*. D. Appleton-Century Co., c1947. 341p. \$2.00.

A book primarily intended to aid secondary school graduates to make the transition to college work as effectively as possible. It deals with such topics as: How to improve study habits; how to concentrate; how to remember; how to learn how to read; etc. A very worthwhile treatment of the subject.

GOULD, GEORGE, and YOAKAM, GERALD ALAN *The Teacher and His Work*. Ronald Press Co., c1947. 318p. \$3.75.

An abstract presentation of excellent concepts about education. The ideas are well selected and should be in the minds of all teachers and school patrons. Difficult for college level.

GOVAN, GILBERT, and LIVINGOOD, JAMES. *The University of Chattanooga*. University of Chattanooga, 1947. 217p. \$3.00.

The University of Chattanooga has a dramatic past. It has lived turbulently and it has lived serenely. It has in its area and its period been a beacon light of culture. The two gentlemen who have composed its story have done so with full regard to the institution's authentic history and to the readability of the history they have told.

GRUHN, WILLIAM T., and DOUGLASS, HARL R. *The Modern Junior High School*. Ronald Press Co., c1947. 492p. \$4.50.

This book is intended to serve three purposes: (1) To give an adequate statement of the history, philosophy, and functions of the junior high school; (2) to reveal prevailing nationwide practices in its educational program; (3) to suggest and describe improved program and procedures not yet common in the typical school. It is prepared for the student who is preparing to teach in the junior-high school. A good sound treatment of the subject.

HARRIS, ALBERT J. *How to Increase Reading Ability*. Longmans, Green and Co., 1947. 582p. \$4.00.

An up-to-date edition of interesting and practical helps in diagnostic and remedial techniques. Much information is given for the classroom teacher. A valuable feature of the book is the appendix which includes an alphabetical list of tests and a graded list of books for remedial reading.

LIBER, B. *Practical Psychiatry*. Melior Books, c1947. 412p. \$3.50.

This is a book which attempts to discuss the personality problems of the normal individual. Approximately 250 case histories are contained for illustrations, and these clarify the ideas the author is trying to convey.

LODGE, RUPERT C. *Philosophy of Education*. Harper and Bros., c1947. 350p. \$3.00.

One of the best texts in this field, its manifest thought being less hidden by the circumlocution which the field too often invites. Recommended.

LOZIER, REINHARD V. *Pointers for Parents*. J. B. Lippincott Co., 1947. 141p. \$2.00.

The author presents a sensible discussion of child training. The terminology is nontechnical and the illustrations and format make the book readable and interesting. The book is not as detailed as Anderson's and Faegre's book and lacks some of the excellencies of the bulletins published by the government, but for parents who are in a hurry to learn it can be recommended.

MOSIER, RICHARD D. *Making the American Mind*. King's Crown Press, c1947. 207p. \$3.00.

An excellent study of the making of the American mind and the part taken therein by Professor William Holmes McGuffey.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. *Consumer Education in Your School*. National Association of Secondary School Principals, N.E.A., 1947. 128p. 60c.

The purpose of this publication is to help the school to plan a program of consumer education and to put it into practice. The style is informal and fluent; the manuscript reads easily; and illustrations are used abundantly. The inclusion of the reports of committees of professional organizations will make many high-school teachers more receptive to the proposals contained in the handbook.

OSGOOD, CHARLES G., and OTHERS. *The Modern Princeton*. Princeton University Press, 1947. 159p. \$2.50.

Seven chapters written about some phase of Princeton by seven of its famous graduates. The chapters deal with: Life on the campus; a community of scholars; teachers and teaching; etc. It is a rather informal set of essays dealing with particular topics rather than a comprehensive treatment of all phases of Princeton history.

PIERCE, TRUMAN MITCHELL. *Controllable Community Characteristics Related to the Quality of Education*. Bureau of Publications, Teachers College, Columbia University, c1947. 88p. \$2.25. (Metropolitan School Study Council, Research Studies No. 1).

This study "indicates the distinct possibilities of making schools better by attacking the problem of improving the community setting for education."

PLEDGE, H. T. *Science Since 1500*. Philosophical Library, c1947. 358p. \$5.00.

This is quite a book. Omitting the "human sciences," the development of modern mathematics, physics, chemistry, and biology is analyzed and grouped about various steps of progress. The book is for advanced students rather than for general reading.

RAYMONT, T. *Seven to Eleven*. Longmans, Green and Co., 1946. 88p. \$1.50.

Reference to the childhood of several great men gives meaning to the discussion of individual differences of children. Though emphasis is placed upon the organization of schools in England, the viewpoint expressed is an excellent one and parents and teachers in this country will find the book interesting and helpful reading.

Report of Committee on a Federal Department of Health, Education, and Security. American Council on Education and National Social Welfare Assembly, c1947. 58p. 50c.

The Committee recommends changing the the Federal Security Agency to an executive department under a Secretary having Cabinet rank. It summarized earlier efforts in this direction, discusses arguments for and against the proposal, and proposes legislation designed to effect the recommendations. The basic issues involved in the proposed legislation are appraised fairly. The recommendation seems justified.

RHOADES, WINFRED. *The Self You Have to Live With*. J. B. Lippincott Co., c1947. 254p. \$2.00.

Popular psychology, the theme of which is "I am the captain of my soul." The author elaborates his statement: "by conscious thought-direction you can improve your whole reaction to life." He recommends the practice of religion as the best way to integrate personality.

SADLER, WILLIAM S. *Mental Mischief and Emotional Conflicts*. C. V. Mosby Co., 1947. 396p. \$6.00.

Dr. Sadler attempts to present the results of his experience in a way understandable to both physicians and laymen. The book is sensibly written and presents most of the concepts used in abnormal psychology and psychiatry. At times the reader is confused as to whether he is reading a textbook or a book on how to remain mentally healthy.

SCHORLING, RALEIGH, and OTHERS. *Mathematics for the Consumer*. World Book Co., c1947. 438p.

A textbook for consumer education on high-school or junior college level.

SEARS, JESSE B. *Public School Administration*. Ronald Press Co., c1947. 433p. \$4.50.

A general text or guide for the study of school administration. There is more attention than usual to the social, economic, and political setting of education, and to the processes by which problems of public education may be approached. The treatment throughout is exceedingly concise. Bibliographies are extensive and include magazine and pamphlet references. By reading widely and by extensive use of class or seminar discussion, this text may serve as a basis for satisfactory study of the problems of public-school administration.

SPOCK, BENJAMIN. *The Pocket Book of Baby and Child Care*; 3d printing. Pocket Books, Inc., c1946. 517p. \$3.00.

This book deals with the over-all subject of child care from infancy to adolescence. As a compact guide for home use, it is a valuable and reliable source of information.

STRANG, RUTH. *Group Activities in College and Secondary School*. Harper and Bros., c1946. 361p. \$4.00.

In a sense this book is an historical record of student activities. It deals with kinds of activities, procedures, and techniques that have been used, and the results that have been achieved. A splendid text to orientate the prospective teacher to the whole activity program.

STRATEMEYER, F. B., and OTHERS. *Developing a Curriculum for Modern Living*. Bureau of Publications, Teachers College, Columbia University, c1947. 558p.

A remarkably keen analysis and clear statement of problems, processes, and values inherent in the curriculum. Though not formally divided into sections, the book does three things. Chapters I-IV states the problems in relation to our society and to children's needs. Chapter V devotes 200 pages to elaborately charted analysis of "persis-

tent life situations as learners face them" in growing from childhood to adulthood. Chapters VI-X show the processes by which the curriculum is being developed and evaluated. This book is an immediate *must* for all serious workers in education.

TOOTLE, HARRY KING. *Employees are People*. McGraw-Hill Book Co., 1947. 350p. \$3.50. (Industrial Organization and Management Series).

A book that every executive and every student of personnel ought to study. It is packed full of common sense advice, information, and experienced observation. It is interesting and beneficial reading for anyone who has to deal with people, whether employees or not.

TORGERSON, THEODORE L. *Studying Children*. Dryden Press, c1947. 230p. \$2.75.

Specific help for teachers who want to study children more effectively, and to use the results of their studying to help children. For teachers who use these guides as suggestive only, the book will be exceedingly helpful. Suitable for use on the junior-college level, or by teachers "on the job."

ULICH, ROBERT, ed. *Three Thousand Years of Educational Wisdom*. Harvard University Press, 1947. 614p. \$6.50.

This is an anthology of the major statements of educational wisdom made during the main body of recorder time and by the most capable thinkers of all the eras.

URE, ROLAND W. *Fifty Cases for Camp Counselors*. Association Press, 1946. 96p. 75c.

Presents a very good and very broad account of the problems a camp counselor or leader will face. Questions at the end of each case are excellent for new counselors to think about, and also present food for thought for seasoned leaders.

WAHLQUIST, JOHN T. *An Introduction to American Education*. Ronald Press Co., c1947. 333p. \$3.25.

A presentation of such topics as "opportunities in the teaching profession," "the American school system," and "public support of education."

WHITE, LLEWELLYN. *The American Radio*. University of Chicago Press, c1947. 260p. \$3.25.

Those who wonder why radio has not become a formal educational device will be enlightened as to the pressure and antagonism encountered by radio in an attempt at genuine public service. Responsibilities of federal regulation, radio industry regulation, and public opinion are discussed and constructive programs outlined. This report is especially of interest to those who would develop radio as a formal educational tool.

WILSON, CHARLES H. *Education for Negroes in Mississippi Since 1910*. Meador Publishing Co., c1947. 641p. \$3.00.

A continuation of a socio-economic study published by Stuart G. Noble in 1918, covering the period from 1870 to 1910. This book deals with Mississippi Negro elementary and secondary schools, institutions of higher learning and agencies of community health and education. This work is a contribution

in the documentation of the development of one of America's minority peoples. Bibliography, appendix, and index.

## Health and Physical Education

BAKER, L. H. *Do You Know Your Football?* A. S. Barnes and Co., c1946. 99p. \$1.50.

This is an analysis of All-American players, the major bowls, and the bowl game results. It is believed that this book will be interesting to those football minded people who wish to explore the past of the game.

*Deep-River Jim's Outdoors Guide.* Didier, c1947. 240p. \$2.50 cloth; \$1.95 paper.

A compilation of signed articles on nature, camping, fishing, hunting, and boating, prepared in co-operation with *Outdoors Magazine*.

EDITORS OF *Look*. *It's Fun to Look and Feel Your Best.* Franklin Watts, Inc., c1946. 96p.

A paper bound book of pictures, charts, and suggestions for the girl or woman who is interested in improving her appearance, personality, and her physical fitness. The score card for grooming is an interesting feature. Every woman should read the chapter entitled, "Lady, Your Heart is Showing."

ERWIN, G. S., and SWEANY, HENRY C. *A Guide for the Tuberculosis Patient.* Grune and Stratton, 1946. 126p. \$1.50.

This book should serve well to help the patient and the nonprofessional worker to understand more about tuberculosis. The book is divided into ten well organized areas, presented in such a way as to create interest in the subject.

FOX, RUTH. *Great Men of Medicine.* Random House, c1947. 240p. \$2.50.

The writer presents in a most interesting way the contributions of nine men in the field of medicine. She presents the contributions made by Vesalius, Pare, Harvey, Jenner, Laennec, Semmelweis, Merton, Lister, and Koch. The book will be best for reference in the area of science.

GUTTMACHER, ALAN FRANK. *The Story of Human Birth*; rev. ed. Penguin Books, c1947. 214p.

A popular review of the whole field of obstetrics. Beginning with the story of a case in 1600, he discusses modern management of pregnancy, labor, complications, convalescence, and the newborn child. Most new developments are mentioned. The book would serve as good material in the hands of a public health worker but has too much emphasis on complications for an expectant mother to read.

HAWORTH, NORAH A., and MACDONALD, E. MARY. *Theory of Occupational Therapy*; 3d ed. Williams and Wilkins Co., 1946. 158p. \$2.50.

This is a standard reference in the field of occupational therapy. It will serve as a useful text for therapists in training and a valuable source book for those practicing

therapy. Of little interest to the lay person, it is certainly a "must" for occupational therapists and workers in related fields.

LANG, OTTO. *Downhill Skiing.* Henry Holt and Co., c1946. 113p. \$2.00.

A brief history of skiing is covered in the first part of this book and then it tends to develop the Arlbery Method of Hannes Schneider. Lang starts out by giving some of the basic principals involved in skiing and then goes on to develop the various maneuvers. Later he goes into the teaching and its psychology, and sums up the book on the equipment necessary for skiing.

NEW YORK ACADEMY OF MEDICINE. *Medicine in the Changing Order.* Commonwealth Fund, 1947. 240p. \$2.00.

A report of the New York Academy of Medicine Committee on medicine and the changing order. It is a factual study pertaining to adequate medical care for everyone. It is an unbiased, constructive study on the problem. It is written in non-technical style and should appeal to the general public.

OTT, ELMER. *So You Want to be a Camp Counselor.* Association Press, 1946. 112p. 75c.

A comprehensive study of the essential features of a good summer camp. The prominent details treated are: signposts of a good camp; campers as individuals; characteristics of camp leadership; personnel guidance; camp programs; camp records and their importance. Valuable reading for those planning to enter this field of youth education.

PODOLSKY, EDWARD. *Red Miracle.* Beechurst Press, c1947. 274p. \$3.50.

This book seems to cover the development of medical science in Russia. It is well written. It will likely appeal most to students studying the progress being made in another country.

SHERMAN, HENRY C. *Foods, Their Values and Management.* Columbia University Press, 1946. 221p. \$3.25.

This book discusses production, distribution, and use of foods from scientific management and the improvements now possible. Ten chapters are devoted to ten classes of foods, discussed from their nutritive value and their purchase value. It is an excellent book as a reference book and meets a need of the present day.

SINAI, NATHAN, and OTHERS. *Health Insurance in the United States.* Commonwealth Fund, 1946. 115p. \$1.50. (Studies of the New York Academy of Medicine Committee).

The accomplishments to date of health insurance, the problems of its expansion to cover all groups, and the trends are fully presented.

SKILTON, LOUISA PRYOR. *Better Nutrition for the Family.* Chester R. Heck, Inc., c1946. 118p. \$1.50.

This little book is packed with sound, readable information on meal planning and serving. The homemaker will find it an excellent reference along with her cookbook for serving nutritious and attractive meals.

TOLENTINO, FRANCISCA REYES. *Philippine National Dances*. Silver Burdett Co., c1946. 371p. \$4.00.

National, Folk, and Character dance materials should present opportunity to discover pertinent sociological information about the people from which they come and they should lend themselves to the learning abilities of diversified groups. Mrs. Tolentino very aptly and thoroughly accomplishes these objectives in her *Philippine National Dances*.

WHEAT, FRANK MERRILL, and FITZPATRICK, ELIZABETH. *Health and Body Building*. American Book Co., c1947. 517p. \$2.08.

This is a compilation of three papers using the case-work approach to the development of insight in the initial interview. It will serve as reference material for students in social case work, public health nursing, and other groups who use the interview as a technique for the solution of some problem.

WHIFFEN, LARRY C. *Shooting the Bow*. Bruce Publishing Co., c1946. 83p. \$2.00.

A guide for the beginner's approach to the fundamentals of archery illustrated and written in a concise but personal style. It provides proper bases for the acquisition of technical skills and informs as to the intelligent correction of common faults inevitably developed by novices.

WILLIAMS, JESSE F., and BROWNELL, CLIFFORD L. *The Administration of Health and Physical Education*; 3d ed. W. B. Saunders Co., 1946. 483p. \$3.00.

A text which will give students of health and physical education some understanding of policies, procedures, and standards involved in administering a broad program of health and physical education. At the end of each chapter there are summaries and questions helpful to the student. The appendix provides a ready reference to approved standards for diagrams of playing areas.

## Literature

ADAMSON, JOHN WILLIAM. *'The Illiterate Anglo-Saxon'*. Cambridge University Press, 1946. 167p. \$2.75.

A brilliant defense of the interest of medieval England in the various phases of culture.

BARKE, JAMES. *The Wind That Shakes the Barley*. Macmillan Co., 1947. 348p. \$3.00.

A novel on the life of Robert Burns, authentic enough to satisfy the student, fictionalized enough to bring pleasure to the general reader, by a Scotch writer able to create background and native character.

BAUGHER, RUBY DELL. *Listening Hills*. Hobson Book Press, 1947. 245p. \$2.50.

This is the story of Daniel Boone. It is told in fit and excellent verse. Miss Baugher has caught the spirit of the times of Daniel Boone and, too, she has caught the art of poetic statement.

BENTLEY, PHYLLIS. *Some Observations on*

*the Art of Narrative*. Macmillan Co., 1947. 50p. \$1.50.

A distinguished practitioner of novel writing condenses a great deal of wisdom upon these fifty pages.

BERCOVICI, KONRAD. *The Exodus*. Beechurst Press, c1947. 319p. \$3.00.

A rather sensational novelized biography of Moses which departs far from the skeleton of the Old Testament account. Mr. Bercovici's Moses is a wonder-tale magician and political leader whose thought sounds incredibly modern.

BROENING, ANGELA M., and OTHERS. *Best-Liked Literature*. Ginn and Co., c1947. 563p. \$2.28.

An unusual anthology divided into 8 units of short stories, essays, and poetry. Individual units deal with aviation, the Middle Ages, humor, sports, and science. A "workshop" follows each unit with suggested activities, exercises for comprehension of the unit and a pertinent bibliography.

CHAPIN, MIRIAM. *How People Talk; decorations by Robert La Palme*. John Day Co., c1947. 155p. \$2.50.

A worth-while book for both the layman and the serious language student. An interesting survey of all languages, even the most obscure, with an emphasis on the consideration of a universal language. In the final analysis, the reader is led to believe that a universal language must grow and develop as have other languages and that English is most likely to be that universal language.

CLARK, HARRY HAYDEN, and FOERSTER, NORMAN. *James Russell Lowell*. American Book Co., c1947. 498p. \$2.50.

This is a new volume in the well-known American Writers Series, which should provide an excellent text for advanced classes in American literature. The selections are well chosen, and the Introduction is perhaps the best single treatment of Lowell available to the teacher and the student.

CULLEN, COUNTÉE. *On These I Stand*. Harper and Bros., c1947. 197p. \$2.50.

The best of Countée Cullen's poems, ranging from those of social protest to love lyrics and deft narratives, selected by the poet himself shortly before his death.

DAVIS, HERBERT. *The Satire of Jonathan Swift*. Macmillan Co., 1947. 109p. \$2.00.

Three lectures given at Smith College by its president, an outstanding scholar in eighteenth century English Literature from whose pen have come other excellent treatments of Swift and his writings.

DIEKHOF, JOHN S. *Milton's Paradise Lost*. Columbia University Press, 1946. 161p. \$2.00.

A scholarly addition to the literature on Milton. The final chapter, *The Way of Virtue*, applies the ethics of *Paradise Lost* to the contemporary necessity for establishing the freedoms of peace which are ultimately based on personal virtues. A timely essay which should be widely read.

DUBKIN, LEONARD. *Enchanted Streets*. Little, Brown and Co., 1947. 210p. \$2.75.

A series of delightful short stories about the animals that one might meet, but usually doesn't, in the streets of a city. Worthy of consideration by the English student as well as the biologist.

EDMUNDS, MURRELL. *Time's Laughter in Their Ears*. Bernard Ackerman, Inc., c1946. 220p. \$2.50.

This is a short novel of a young, educated Negro who comes back to a Southern town and the usual conflicts. It is told through the eyes of a twelve-year-old boy. There is simplicity of style and action. There is the usual burden, as well, of Mr. Edmund's social message.

ERSKINE, JOHN. *The Memory of Certain Persons*. J. B. Lippincott Co., c1947. 439p. \$4.00.

In this autobiography John Erskine introduces his friends to the reader with delightful clarity. Erskine's interests and work as teacher, musician, author, and administrator gave him wide contacts. It is a privilege to share these with so gracious a literary host.

FREUND, PHILIP. *Easter Island*. Beechhurst Press, c1947. 221p. \$2.50.

A strong story of life on mysterious and ill-fated Easter Island where three men work out their destiny, each in his own way. The author's style is lucid and controlled and his handling of the symbolic meaning deft.

FREUND, PHILIP. *How to Become a Literary Critic*. Beechhurst Press, c1947. 200p. \$3.00.

A vital book of literary analysis which will be helpful to anyone interested in writing, reading, or criticizing novels.

GALLICO, PAUL. *Confessions of a Story Writer*. Alfred A. Knopf, Inc., 1946. 576p. \$3.75.

Twenty-four readable, fast-moving stories that will be enjoyed and not easily forgotten. Mr. Gallico has added a preface and an introduction to each story which give the genesis for his tales and throw light on his way of writing.

GASSNER, JOHN, ed. *Best Plays of the Modern American Theatre*. Crown Publishers, c1947. 776p. \$3.50. (Second Series).

This anthology of 17 plays of the period 1939-46 is uniform with "20 Best Plays of the Modern American Theatre." The biographical notes are very brief. As is true of all anthologists, the selection is utterly indefensible. In this case it is pretty good, but the reviewer can't defend this statement.

GELDER, ROBERT VAN, and GELDER, DOROTHY VAN. *American Legend*. D. Appleton-Century Co., c1946. 535p. \$3.75.

A collection of three complete novels, five long excerpts from books, and nine short stories, selections from Melville, Mark Twain, O. Henry, even Thurber, with others, overcast with an unmistakable nostalgia. Recommended for those who would from time to time like to contemplate our yesterdays with pleasure.

GRANVILLE-BARKER, HARLEY. *Prefaces to Shakespeare*. Princeton University Press, 1947. 449p. \$5.00. Vol. II.

A thorough and practical analysis of *Othello*, *Coriolanus*, *Romeo and Juliet*, *Julius Caesar*, and *Love's Labor Lost*. Attention is given to staging, costuming, and music for producing all the plays with the exception of *Othello*.

HARBAGE, ALFRED. *As They Liked It*. Macmillan Co., 1947. 238p. \$2.75.

According to the author, the central idea of this study "is that Shakespeare's plays are designed to exercise but not to alter our moral notions, to stimulate but not to disturb, to provide at once pleasurable excitement and pleasurable reassurance." As a systematic study of Shakespearean morality the book is written with scholarly authority, critical penetration, and a fresh sense of humor.

HENDERSON, ARCHIBALD, ed. *Pioneering a People's Theatre*. University of North Carolina Press, 1945. 104p. \$2.00. (University of North Carolina Sesquicentennial Publications).

This is the engaging story of the conception and growth of the Carolina Playmakers; the chronicle of a vital force in the expression of sectional and national ideals, told by those who know it best. The book is a valuable document for those interested in American culture and creative endeavor.

HINKLEY, LAURA L. *Ladies of Literature*. Hastings House, c1946. 374p. \$3.50.

Essays on Fanny Burney, Jane Austen, the Brontës, Mrs. Browning, and George Eliot. The emphasis is on the personalities of the women, the formative influences in their lives, and the individual aspects of their works. Readable and sound.

HOOLE, W. STANLEY. *The Ante-Bellum Charleston Theatre*. University of Alabama, 1946. 230p. \$3.50.

A well-organized and documented history of the Charleston Theatre. This survey is made interesting as well as informative reading by the use of entertaining details. A good book for those doing literary or dramatic research.

HOPKINS, MARY ALDEN. *Hannah More and her Circle*. Longmans, Green and Co., 1947. 274p. \$3.50.

A biography of one of the most influential and vivid personalities of 18th century England. Her friendship with great figures of the day is described, her writings, and her part in educational reforms through private schools run by the More sisters and Sunday schools she helped to establish.

JOHNSON, WALTER. *William Allen White's America*. Henry Holt and Co., c1947. 621p. \$5.00.

A biography of one of the most human of the men of his era. The work is meticulous in accuracy and detail, and at the same time broad in its analysis and generous in its interpretation.

LARDNER, JOHN. *It Beats Working*; draw-

ings by Willard Mullin. J. B. Lippincott Co., c1947. 253p. \$3.00.

Sketches and anecdotes based on John Lardner's sports columns since 1939.

LEE, JOSH. *How to Hold an Audience Without a Rope*. Ziff-Davis Publishing Co., c1947. 280p. \$3.00.

Excellent suggestions for public speaking, made palatable by typical Josh Lee humor and wise-cracks.

LESSER, ALLEN. *Enchanting Rebel*. Beechhurst Press, c1947. 284p. \$3.50.

The amazing life of Adah Isaacs Memken, popular actress of the middle of the nineteenth century. Careful research and vigorous style blend to make a delightful biography.

LOMAX, JOHN A. *Adventures of a Ballad Hunter*. Macmillan Co., c1947. 302p. \$3.75.

An interesting account of a variety of experiences with all sorts of folks. The story of the hunting for these folk songs manages to give an appreciation of their significance, and a truly democratic feeling for human beings.

MAYORGA, MARGARET, ed. *Twenty Short Plays on a Royalty Holiday*. Samuel French, 1947. 373p. \$3.50. (Vol. III, 1947-1950).

The third of a series of books containing short plays offered on a royalty free basis to amateurs until 1940 to introduce new writers. The book is characterized by freshness and variety of subject matter.

MORGAN, CHARLES. *Reflections in a Mirror*. Macmillan Co., 1947. 229p. \$2.50. (Second Series).

Charles Morgan is one of the most gifted of living British writers. To readers familiar with his *Menander's Mirror* series in the literary supplement of *The (London) Times*, the present volume will be welcome as a selection of the best essays published in *The Times*, to which are added two essays "Creative Imagination" and "France is an Idea Necessary to Civilization." Among the best pieces are the appreciations "Edmund Blunden's 'Thomasine'" and "Paul Verlaine."

MORRIS, CHARLES. *Signs, Language and Behavior*. Prentice-Hall, Inc., 1946. 365p. \$5.00.

This is not a book for the uninitiated. The author seeks to clarify and order a new and ill-defined area of speculation by employing a terminology requiring eleven pages of glossary explanation. A thirty-page bibliography and short history of semantics will be of interest and value to any inquiring reader.

PAINE, GREGORY. *Southern Prose Writers*. American Book Co., c1947. 392p. (American Writers Series). \$2.50.

Another volume in the valuable *American Writers Series*. Although almost a third of the book is taken up with notes and bibliographies, there is still ample room for a wide representation of two centuries of prose writing in the South. Indispensable for libraries and students of American literature.

RUSSELL, AUSTIN. *Mr. Arrow*. Beechhurst Press, c1947. 352p. \$3.00.

A novel that mixes religious cultism and love, with near disastrous results.

SAMUEL, IRENE. *Plato and Milton*. Cornell University Press, 1947. 182p. \$2.00.

A detailed study of Plato's effect on Milton's poetic and ethical theories, with particular reference to *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

SCHWAB, GUSTAV. *Gods and Heroes*. Pantheon Books, Inc., c1946. 764p. \$6.00.

This is a book appropriate in its beauty to its matter. Rich in content, tasteful in form, it can be a source of pride and pleasure to its possessor. A detailed index assures its usefulness. This is an excellent collection of Greek myths.

SHAW, HARRY, and DAVIS, RUTH, eds. *Americans One and All*. Harper and Bros., c1947. 330p. \$3.50.

Each of the twenty-three short stories in the volume deals with a nationality group living in America.

TOMLINSON, H. M. *The Turn of the Tide*. Macmillan Co., 1947. 182p. \$2.50.

This new volume of essays by an old master is hardly up to the author's best. Admirers of *Galleon's Reach* and *The Sea and the Jungle* will find their old adventurer lost in an era that produced World War II.

VERNE, JULES. *From the Earth to the Moon*. Didier, 1947. 309p. \$3.00.

A 1947 edition of a book first published in 1865. Jules Verne's imagination in matters of science is still ahead of the times.

WELLS, EVELYN. *A Treasury of Names*. Essential Books, c1946. 326p. \$4.00.

This was surely a labor of love for the author. For the reader who pauses to wonder "What's in a name?" it will be an overwhelming rejoinder.

WHITE, WILLIAM ALLEN. *The Autobiography of William Allen White*. Macmillan Co., 1946. 669p. \$3.75.

William Allen White had revealed himself unmistakably to the American people long before he undertook the publishing of this autobiography. This is what it must have been, coming from him. There are no surprises, but infinite interest both for those who knew him best and those who, coming after him, will seek a touchstone for his times.

WILKIN, ROBERT N. *The Eternal Lawyer, A Legal Biography of Cicero*. Macmillan Co., c1947. 264p. \$3.00.

This biography of Cicero is unique in following the steady influence of a legal training throughout the tumultuous career of this brilliant man. The chapter on *The Man and His Philosophy* gives new understanding and appreciation.

WINTERS, YVOR. *Edwin Arlington Robinson*. New Directions Books, c1946. 162p. \$2.00.

A handbook to the poet and his work of

value as supplementary reading for students of modern poetry.

## Reference

CARLISLE, NORMAN, and NELSON, EUGENE. *The Modern Wonder Book of Ships*. John C. Winston Co., c1947. 313p. \$2.50.

Excellent material for unit teaching about transportation, and for those who are interested in the sea.

COMMITTEE ON COLLEGE READING. *Good Reading*. Committee on College Reading, c1946. 114p. 30c.

The new, and tenth, edition of a critical annotated and classified bibliography. Two new sections, *Latin America* and *Books of the Year*, have been added. A good reading and buying list.

ELLISON, RHODA COLEMAN. *Early Alabama Publications*. University of Alabama Press, 1947. 213p. \$1.75.

The preface states, "The purpose of this study is to determine the nature of the literary interests of a representative state in the Deep South during its frontier period." This purpose is ably accomplished by studying the interests as reflected in newspapers, periodicals, and books and pamphlets between 1807 and 1870.

HAUSMAN, LEON AUGUSTUS. *The Illustrated Encyclopedia of American Birds*. Garden City Publishing Co., c1947. 541p. \$2.49.

Facing countless difficulties innate in the task, the author has given to the student of birds an exceedingly valuable book. All of the 1422 birds found in North America and each of the seventy-five families is described. Each description gives the essential information needed and is accompanied by a pen drawing by Jacob Bates Abbott. The book contains directions for its use, keys for identification of families, the A.O.U. number for each bird, a classified list of the birds of North America and an index of other names (the little Ruddy Duck has sixty other names). Included are also splendid colored plates by Louis Agassiz Fuertes and introductory material of especial value to the beginner in ornithology.

HILTON, RONALD, ed. *Who's Who in Latin America; Part IV—Bolivia, Chile, and Peru*. Stanford University Press, c1947. 209p. \$2.50.

Brief biographical sketches of outstanding people in Bolivia, Chile, and Peru. Qualification for inclusion is residence in the country, not nationality. A careful and helpful compilation for reference work.

HIRSHBERG, HERBERT S., and MELINAT, CARL H. *Subject Guide to United States Government Publications*. American Library Association, 1947. 228p.

This *Guide* lists books and pamphlets, usually those published in the last twenty years, which are believed to be most useful to libraries. The subject headings are well-chosen and up-to-date. The use of this *Guide* will save much time in locating pertinent government publications on different subjects.

KLEISER, GRENVILLE. *5,000 Words You Should Know*. Review and Herald Publishing Association, c1946. 317p. \$1.50.

5,000 words are divided into three categories—(1) "Gardening in Words," interesting, expressive words of all lengths for general use; (2) "Words in Conversation," "Literary Examples," and "Public Speaking Sentences" for making one better able to express himself in speaking and writing; and (3) "Pertinent Phrases" for more power in communication. A self-help volume.

KURTZ, RUSSELL H., ed. *Social Work Year Book 1947*. Russell Sage Foundation, 1947. 714p. \$3.50.

This latest biennial edition consists of two main divisions: first, topical articles on social work and related fields, each containing a bibliography; and second, directories of governmental, voluntary, and Canadian agencies. The chief emphasis is the reconversion of social work from a wartime to a peacetime basis.

NATIONAL CONFERENCE OF SOCIAL WORK. *Proceedings of the National Conference of Social Work, 73rd Annual Meeting*. Columbia University Press, 1947. 608p. \$5.00.

Selected papers, read at the Buffalo meeting, on all phases of social work, public welfare, and case work. An annual compilation.

ROSE, OSCAR, ed. *Radio Broadcasting and Television*. H. W. Wilson Co., 1947. 120p. \$1.50.

This annotated bibliography of radio literature which is classified under subjects covers the entire field of broadcasting and television except for the technological. The list includes the nontechnical books and pamphlets published in the United States. It is an outgrowth of Mr. Rose's experience as a broadcaster, program director, and teacher of radio broadcasting.

WOELLNER, ROBERT CARLTON, and WOOD, M. AURILLA. *Requirements for Certification of Teachers and Administrators, 1947-48*. University of Chicago Press, 1947. unpaginated. \$2.25.

The latest annual edition dealing with regular initial certification requirements in the various states. An indispensable education reference volume, with its summaries arranged alphabetically by state.

## Religion and Philosophy

SILVERMAN, HIRSCH LAZAAR. *Philosophy: Its Significance in Contemporary Civilization*. Bruce Humphries, c1946. 36p. \$2.00.

This book is thin in size and a bit fragmentary in content, but those qualities are deliberate. The book makes admirable reading for those interested in the reflective life.

## Science and Mathematics

ANDERSON, RAYMOND W. *Romping Through Mathematics*. Alfred A. Knopf, Inc., 1947. 152p. \$2.50.

A very delightful little book written in a clear style for the non-technician in mathematics.

BALL, W. W. ROUSE. *Mathematical Recreations and Essays*. Macmillan Co., 1947. 418p. \$2.95.

This is a revised edition of an excellent book on mathematical recreations. Every college and high school should have a copy in its library.

BARLOW, NORA, ed. *Charles Darwin and the Voyage of the Beagle*. Philosophical Library, 1946. 279p. \$3.75.

Thirty-six letters and some field notes hitherto unpublished, revealing the character and the growth of the mind of the young Charles Darwin are, in this book, collected and edited with fine understanding and judgment by his granddaughter. The illustrations are chiefly from drawings by Captain FitzRoy and the artists of *The Beagle*.

BENDICK, JEANNE. *Electronics for Young People*. Whittlesey House, McGraw-Hill Book Co., c1947. 175p. \$2.00.

A simplified, popularized, illustrated introduction to the theory of electronics and the varied uses of this marvelous force. Includes glossary, bibliography, and index.

BURCH, GUY IRVING, and PENDELL, ELMER. *Human Breeding and Survival*. Penguin Books, Inc., c1947. 138p. (Pelican Books).

A development of the thesis "uncontrolled human reproduction not only favors the survival and the multiplication of the least gifted members of society; it menaces and in the long run will destroy human liberties and any chance for a world at peace." A thought-provoking book well worth reading.

CRAIG, GERALD S., and LEWIS, JUNE E., *Going Forward With Science. Science Plans For Tomorrow*. Ginn and Co., c1947. 413p; 448p. \$1.56; \$1.72. (Our World of Science Series).

Two unusually well-written and illustrated science books for the grades which adults, too, would enjoy. The style is easy, yet much factual and technical information is offered in a descriptive manner. All branches of science are included, with emphasis on present application. It is difficult to see how these books could be improved. Questions at the end of each chapter, glossary, and good index.

EMBURY, EMMA C. *American Wild Flowers*; illustrated by Edwin Whitefield. Hastings House, c1946. 40p. \$1.00. (Hastings House Americana).

This is a quaint and beautiful little book reproducing colored plates and text from one of the most popular books of its day on the native flora of Eastern America of a century ago. It was designed by Paul McPharlin, the research and editing being done by Alice Henius Radt.

HARRIS, SEALE. *Banting's Miracle, The Story of the Discoverer of Insulin*. J. B. Lippincott Co., c1946. 245p. \$3.00.

The dramatic portrayal of the discovery of insulin and the treatment of diabetes. The biography of Dr. Banting is interestingly told. The procedure used in discovering insulin is skillfully given so that a layman could understand it; at the same time the tendency to glamorize is minimum.

HAUSMAN, ETHEL HINCKLEY. *The Illustrated Encyclopedia of American Wild Flowers*. Garden City Publishing Co., c1947. 534p. \$2.49.

A fairly comprehensive popular book on wild flowers. It may be useful until some of the better wild flower books are republished. The colored plates are of little use in flower identification.

HECHT, SELIG. *Explaining the Atom*. Viking Press, 1947. 205p. \$2.75.

A straight forward presentation of present day facts of atomic structure and the events leading up to nuclear fission. The language is nontechnical and the book may be read and understood by the average layman.

HOFFMANN, BANASH. *The Strange Story of the Quantum*. Harper and Bros., c1947. 239p. \$3.00.

As interesting and descriptive a treatment of a very technical subject as one could expect. One should have a background in chemistry and physics to appreciate the book, although the language is not mathematical.

HUNTER, GEORGE W., and WHITMAN, WALTER G. *Doorways to Science*. American Book Co., c1947. 546p. \$2.40.

A twelve-unit textbook of science for the beginner. It is well illustrated with photographs and diagrams. The units are well divided between physical and biological science. Questions are at the end of each, with a section on hobbies at the end of the book. The book seems quite teachable and functional.

INGLES, LLOYD GLENN. *Mammals of California*. Stanford University Press, c1947. 258p. \$4.00.

The beginning student of mammals will find this book, though written on the animals of one state, a beautiful, satisfying, and serious work. One is told how to study mammals, how to find them and how to identify them. There are maps, keys for identification, photographic reproductions, pen sketches, accounts of natural history that will delight even the casual reader, and a chapter on taxidermy of the kind the really serious student needs to know.

KEITH, SIR ARTHUR. *Evolution and Ethics*. G. P. Putnam's Sons, c1947. 246p. \$3.00.

A famous anthropologist considers the many questions raised by evolution and ethics from an original and fascinating point of view. A thought-provoking book worth the attention of students.

KNEDLER, JOHN WARREN, JR. ed. *Masterworks of Science*. Doubleday and Co., 1947. 617p. \$4.00.

A chronologically arranged collection of thirteen masterpieces of scientific literature ranging from Euclid to Einstein and covering all fields of science. Good reading for survey courses.

LASH, GEORGE M. *Review Digest of Biology*. Republic Book Co., c1947. 66p. 34c.

A book especially designed to help students prepare for the New York State Regents Examination in biology. It defines

important terms, lists important biologists, classifies Regents questions, and gives a complete set of recent Regent Examinations. It should be useful to all students preparing for college entrance examinations in biology.

LOVERIDGE, ARTHUR. *Tomorrow's a Holiday*. Harper and Bros., c1947. 277p. \$3.00.

The curator of reptiles and amphibians at Harvards Museum of Comparative Zoology writes a fascinating account of his hunt for wild creatures in the plains, mountains, and jungles of Tanganyika Territory, Africa. Excellent for those interested in natural history and zoology.

LUNDBERG, GEORGE A. *Can Science Save Us?* Longmans, Green and Co., 1947. 122p. \$1.75.

A book which attempts to offer a way of escape from a dilemma caused by scientific advancement, namely, that scientific method must be applied to social as well as scientific problems if we are to avoid disaster and enjoy a good world. A thoughtful treatise written in popular style.

SCIENCE DIGEST. *Science Digest Reader*. Windsor Press, c1947. 310p. \$3.00.

The editors of *Science Digest*, to celebrate the tenth anniversary of the founding of the magazine, have collected what they consider the outstanding articles of their popular write-ups of scientific development. Easy to read, informational, and varied.

SHELLEY, DONALD A. *Audubon Birds*. Hastings House, c1946. 40p. \$1.00. (Hastings House Americana).

A small book containing 16 reproductions of Audubon's water colors with quotations from Audubon's notebooks concerning the birds illustrated. This would make a charming giftbook.

WELLMAN, WILLIAM R. *Elementary Radio Servicing*. D. Van Nostrand Co., 1947. 260p. \$3.75.

A clear, practical text and reference book for vocational school students who have already learned radio set building and theory but have had little experience in trouble shooting or repairing.

## Social Science

*The American Citizens Handbook*, arranged by Joy Morgan; United Nations edition. National Education Association, c1946. 637p.

A valuable handbook for the desk of any social studies teacher. A splendid index makes the material on any patriot subject easily located.

AUER, J. JEFFERY, and EWBANK, HENRY LEE. *Handbook for Discussion Leaders*. Harper and Bros., c1947. 118p. \$1.75.

How to conduct discussions of many kinds, how to lead, and how to evaluate discussions are clearly explained. Interestingly written and easy to use.

AYRES, C. E. *The Divine Right of Capital*. Houghton Mifflin Co., 1946. 214p. \$3.00.

The quality, general tone, consistency, and responsibility of the contents of the book may well be judged by its title and the authors definition of capital—viz. "Capital also is an idea, not a thing."

BARBEAU, MARIUS. *Alaska Beckons*; illustrated by Arthur Price. Caxton Printers, c1947. 343p. \$4.50.

Especially noteworthy are accounts of Indian migrations, even from interior Asia, as they are accounted in Indian legends and songs. Noteworthy also are the descriptions of Pacific coastal landscapes, accounts of salmon runs and fishing, and convincing discussions of totem poles. The illustrations deserve special mention.

BARCLAY, R. E. *Ducktown*. University of North Carolina Press, c1946. 286p. \$5.00.

A detailed history of Tennessee's copper-mining district.

BARRON, MILTON L. *People Who Inter-marry*. Syracuse University Press, 1946. 389p. \$3.00.

A sociological study of racial, ethnic, and religious intermarriage in Derby, Connecticut. It was found that intermarriage most often occurred across ethnic lines, less often across religious lines, and least across racial lines. Methodology for the study is discussed and copies of the questionnaires used are included. Bibliography.

BENHAM, FREDERICK, and BODDY, FRANCIS M. *Principles of Economics*. Pitman Publishing Corp., c1947. 430p. \$3.50.

A brief presentation of some of the principles and some of the problems of economics, simply and interestingly written. Hard to place the utility of the book.

BENJAMIN, HAROLD. *Under Their Own Command*. Macmillan Co., 1947. 88p. \$1.50.

A reassuring statement of faith in people and the institutions which objectify their faith.

BENTLEY, MARGUERITE. *Wedding Etiquette*. John C. Winston Co., c1947. 383p. \$4.00.

A very practical and detailed statement of the most satisfactory ways to handle the details of weddings. It goes far beyond a listing of "proprieties," and is really helpful advice. The index is good.

BLAKENSHIP, ALBERT B., ed. *How to Conduct Consumer and Opinion Research*. Harper and Bros., c1946. 314p. \$4.00. (American Council Series of Public Relations Books).

A series of essays by 29 contributors dealing with the problems involved in securing consumer reactions by means of the questionnaire method. The book is of interest to students of merchandising, advertising, and others concerned with influencing public behavior. The volume should also be useful as a reference book in courses which include a treatment questionnaire sampling.

BOYD, ANDREW. *The United Nations Organization Handbook*. Pilot Press, c1946. 210p. \$2.50.

This is a helpful description of the various agencies within the United Nations Organization. Also included is a short ac-

count of the historical development of international organization and an appendix containing a number of documents, such as the Charter of the United Nations.

BURNETT, VERNE. *You and Your Public*; rev. ed. Harper and Bros., 1947. 205p. \$3.00.

Designed for publicity in business and industry, this revised edition is full of sound advice and specific suggestions useful to school superintendents, supervisors, and principals. The public relations program of schools is of great importance. This book will help make it better.

CALAHAN, HAROLD AUGUSTIN. *Geography for Grown-Ups*. Harper and Bros., c1946. 351p. \$3.50.

For grown-ups who are not too old to learn, written by one who still marvels at geographic wonders and who knows how to tell his readers about them.

CAMPBELL, OSCAR JAMES, and OTHERS, eds. *Patterns for Living*; alternate ed., part I. Macmillan Co., 1947. 878p. \$3.50.

A compilation of contemporary essays, biography, fiction, poetry, and letters for high school and, perhaps, junior college use in courses in 'personal and social problems.' Materials are arranged without introductory matter in the topical sequence of the world of senses and nature, personal relationships, the arts, science, religion, and the 'good life.' Index of authors.

CARNES, CECIL, and CARNES, FRED. *You Must Go to Mexico*. Ziff-Davis Publishing Co., 1947. 130p. \$3.00.

A useful book to take along on auto trips into Mexico. It gives information about roads, accommodations, food, and other matters. Interesting side trips outlined. The book is not recommended for pastime reading. It is interesting chiefly for trip information.

CARR, WILLIAM G. *One World in the Making, The United Nations*. Ginn and Co., c1946. 100p. \$1.00.

A detailed analysis line by line of the Charter of the United Nations. An excellent reference book for students in senior high school and college.

CHIANG KAI-SHEK. *China's Destiny*. Macmillan Co., 1947. 260p. \$2.75.

The first authorized and complete translation of this book, published in 1943 and revised in 1944. The great Chinese leader sketches the background for the understanding of the situation in China, explains the situation, and outlines the opportunity China now has.

COFFIN, TRIS. *Missouri Compromise*. Little, Brown and Co., 1947. 315p. \$3.00.

This is a chatty, newspaperman's account of the first months of the Truman administration. The story is well written from a liberal point of view and contains raw material that will be valuable to the future historian.

CORNELL, JULIEN. *New World Primer*. New Directions Books, c1947. 174p. \$2.00.

Written in popular style, this book makes a strong argument for a system of world

government now. It attacks the theory of national sovereignty and brings out the weaknesses of the United Nations. It goes back to Kant and Penn for inspiration in projecting a program of world law and politics.

CROSSMAN, RICHARD. *Palestine Mission*. Harper and Bros., 1947. 210p. \$2.75.

After an extensive study of the Palestine question and the problems affecting the European Jew, the author, a member of the Anglo-American Committee of Inquiry, records his observations and conclusions. Mr. Crossman emphasizes the need for understanding the human element in the Jewish situation. As for Palestine, he feels that the answer lies in separate Jewish and Arab commonwealths.

CURTIS, CHARLES P., JR. *Lions Under the Throne*. Houghton Mifflin Co., c1947. 368p. \$3.50.

Good citizens should understand the functioning of the Supreme Court of the United States. This volume will help such understanding, and do so quite without pain and without too much effort on the part of the reader. College level for general reading.

DAVIDSON, DONALD. *The Tennessee*, Vol. I. Rinehart and Co., c1946. 342p. \$3.00. (Rivers of America Series).

A history that is at the same time a story of the Tennessee River up to the time of secession. The story is that of people, Indians, pioneers, settlers, merchants, always in relationship to a great river system. This is the first of two volumes. The second will tell of the Tennessee and of the Tennessee Valley Authority.

DEAN, VERA MICHELES. *Russia: Menace or Promise*. Henry Holt and Co., c1947. 158p. \$2.00.

The author, Russian-born, a graduate of Radcliffe College, lecturer, and now Research Director of the Foreign Policy Association and editor of its research bulletin, answers twenty-one commonly asked questions about Russia, its growth as a nation and the aims of its foreign policy at present. A large amount of basic information is given and appendices present the Constitution of the U.S.S.R. and Part I of the Fourth Five-Year Plan, as well as a selected bibliography.

DE PALENCIA, ISABEL. *Alexandra Kollontay*. Longmans, Green and Co., 1947. 309p. \$3.50.

A not too critical but interesting study of the Russian Revolution and the development of the U.S.S.R. through the career of one of the outstanding Bolshevik women—an aristocrat and novelist who turned revolutionary.

DUMOND, DWIGHT LOWELL. *America in Our Time, 1896-1946*. Henry Holt and Co., c1947. 715p. \$3.50.

This is a revision of Professor Dumond's earlier, popular *Roosevelt to Roosevelt*. It is an excellent statement of twentieth century America and can be highly recommended for college courses in that field.

DuVAL, MILES P., JR. *And the Mountains*

*Will Move.* Stanford University Press, c1947. 374p. \$5.00.

An excellent account, well documented, of the construction of the Panama Canal. Credit for successful completion not to one man, General Goethals, but to several and their contributions are stated. The one lack I sensed is the absence of a discussion on the possibilities and limitations of the Nicaraguan route.

ERNEST, MORRIS L. *The First Freedom.* Macmillan Co., 1946. 316p. \$3.00.

A penetrating analysis of the growth of monopoly in the fields of newspapers, book publishing, radio, and movies, and a sound program to undo some of the worst effects. Valuable for the lay reader or students in economics and history.

*Famous Utopias of the Renaissance;* introduction and notes by Frederic White. Packard and Co., c1946. 250p. \$1.25.

A reprint of five selected Utopias with a brief introduction to each. A handy volume for one who wishes to read about Utopias.

FISCHER, JOHN. *Why They Behave Like Russians.* Harper and Bros., c1947. 262p. \$2.75.

An informed, objective, and often amusing appraisal of the Russians by an U.N.R.R.A. mission member in the Ukraine. Russia, weakened by war, feels she must strengthen against future aggression. The best methods to cure Russia's fear and secure her co-operation with the Western nations are the very measures necessary to resist further expansion of her influence and control.

FLETCHER, JOHN GOULD. *Arkansas.* University of North Carolina Press, 1947. 421p. \$5.00.

John Gould Fletcher has written what is certainly the most readable history of Arkansas and perhaps the best "popular" history that has ever been written about any state in the Union. The riches of a wide variety of human experience, both comic and tragic, are the state's inheritance, but the sweep and vigor of the narrative are the poet's own.

FLYNN, JOHN T. *The Epic of Freedom.* Fireside Press, c1947. 127p. \$2.00.

Fearing that Americans may surrender their freedom to a "Tyrant State" in the vain hope of gaining security, Mr. Flynn sketchily traces the evolution of the ideal of freedom from the Saxon Moot to the American Constitution. Superficial.

GALT, TOM. *How the United Nations Works.* Thomas Y. Crowell Co., 1947. 218p. \$2.00.

A very simple presentation of how the United Nations started, what it does, and how it acts. Of course it is over simplified, but it does give clear and accurate ideas, and some of the documents. Suitable for junior-high-school level.

GAYN, MARK, and CALDWELL, JOHN. *American Agent.* Henry Holt and Co., c1947. 220p. \$3.00.

The story of John Caldwell's work in no-man's land of China during the dark years

of the war in the Pacific area. Supplies and men were following the war in Europe. It was Caldwell's job to persuade eighty million Chinese that democracy would win eventually. Soil conservationists and school people in Tennessee and throughout the South will remember the John Caldwell we knew, and will not be surprised at his success.

GREENBERG, DAVID B., and SCHINDALL, HENRY. *A Small Store and Independence.* Blue Ribbon Books, c1945. 243p.

A practical book beamed toward the man who wants to go into business for himself. The first half deals with general information about store location, capital, displays, turnovers, and other subjects of great value to the new enterpriser. The second part gives specific information about special types of retail stores. For the GI or other persons thinking about establishing a business, this book will be of immense help.

GREGORY, JAMES S., and SHAVE, D. W. *The U.S.S.R., A Geographical Survey.* John Wiley and Sons, c1944. 636p. \$4.25.

A detailed handbook by English authors; a useful supplementary reference for college classes and a good general reference.

GUETZKOW, HAROLD STEERE, and BOWMAN, PAUL HOOVER. *Men and Hunger.* Brethren Publishing House, c1946. 72p. \$1.00.

Subtitled *A Psychological Manual for Relief Workers*, this is an account of the Minnesota experiment in starvation, written in popular style. The third part of the book is concerned with general problems of rehabilitation of starved peoples. Would be of considerable interest to high-school and college students and to laymen in understanding certain characteristic problems of rehabilitation in Europe and Asia.

GUNTHER, JOHN. *Inside U.S.A.* Harper and Bros., 1947. 979p. \$5.00.

The fourth of Mr. Gunther's "Inside" series. He approaches the question of who is doing things and what is being done with directness, courage, and surprising effectiveness. Of course there is over-simplification, but along with this is remarkable insight and ability to say clearly just what he intends. No school library should be without this book.

GUSTAFSON, S. F., and OTHERS. *Land for the Family.* Comstock Publishing Co., c1947. 501p. \$4.00.

A valuable guide for selecting and caring for the "home place" whether it be on a city lot or a small acreage with part-time or subsistence agriculture. This field has been neglected by informed agriculturists, so this book meets a real need.

HACKER, LOUIS M. *The Triumph of American Capitalism.* Columbia University Press, 1946. 460p. \$4.00.

This is a new printing of a work first published in 1940. The volume has won wide acclaim as a scholarly, penetrating analysis of the economic and political forces underlying American history up to the twentieth century. It is a "must" book for teachers of American history either in secondary schools or colleges.

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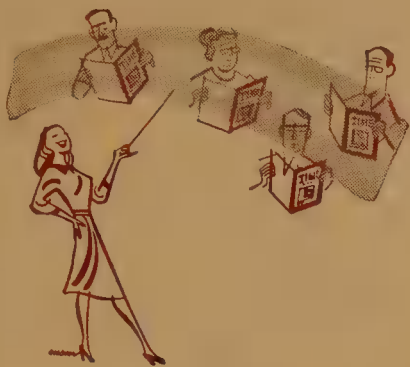
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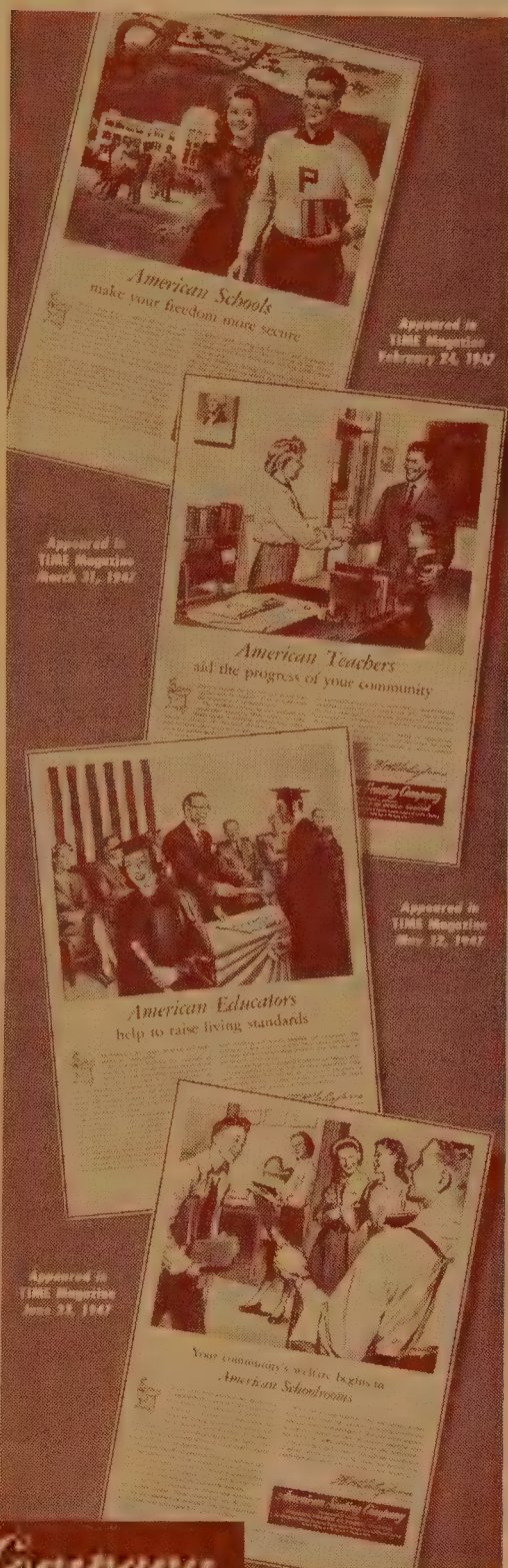
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# PEABODY JOURNAL OF EDUCATION

VOLUME 25

NOVEMBER, 1947

NUMBER 3

## STILL SITS THE SCHOOLHOUSE BY THE ROAD

We are gratified to record in this issue of the *Peabody Journal of Education* reports on various phases of that colorful educational agency, the one-room school. These reports are made by teachers whose thought and experience make valid their testimony.

There was the time when the editor of the *Journal* did a chore of ballyhooing in favor of the discontinuance of the one-room school and the establishment in its stead of the consolidated school. He was convinced of the rightness of his theme when he started and still more convinced when he had heard himself speak at a few of his one-night stands. Then, there was that other time when his pen romanticized—even glorified the one-room school. He believed what he said when he wrote it, and still more when he read it. So you can see that the editor has suffered from some confusion in the matter. As a matter of fact he doesn't know the answers yet.

He doubts whether the authors of the reports herein printed are in position to bring forth explicit verdicts which they themselves do not question. The plain fact is, however, that a lot of the nation's children go to one-room schools, and will continue to do so during that part of the future which is conveniently foreseeable. The immediate question then isn't what to do with the schools but what to do for them. To that question one answer forms itself in clear and bold relief. Give the children who go to those schools teachers good enough to teach anywhere; in the consolidated schools, for instance. Being braced to dodge, we say in conclusion that when fully considered, that is about all the problem there is.

# A BRIEF HISTORY OF THE ONE-TEACHER SCHOOL

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E. E. STONECIPHER  
State Teachers College  
Pittsburg, Kansas

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The history of the one-teacher school in America, until well along in the nineteenth century, is the history of American education—the schools of both town and country were one-teacher schools. “Fifty years ago,” writes Monroe, in his *Cyclopedia of Education*, “there was no country school problem; country and city school were much alike. Each was a small, cheap building with poor equipment, little teaching apparatus, and poorly trained teachers, with a low salary and little supervision.”<sup>5</sup> \*

The general laws of 1642 and 1647 in Massachusetts Colony recognized the needs of education. Cubberly reports that they were established upon the principle that, “The child is to be educated, not to advance his personal interests but because the state will suffer if he is not educated.” These early laws and other regulations recognized the “town” as the unit of government and social action, however; as early as 1706, the Massachusetts Assembly authorized the establishment of parishes, or districts, for church and civic purposes. The dame and private schools of that period, supported by the parents, were located for convenience in those parishes. When rate and tax laws were enacted and the schools became public, or semi-public, these same parishes were recognized and thus was planted the germ of the district school system.<sup>1</sup>

The early schools in the towns, partially supported by a public tax and partly by a rate, or tuition, levied against the parents of the pupils, were often moved from one location to the other. In many towns, they would be held an arbitrary number of weeks in one parish and then be moved to another, proportional to the amount of tax and fees paid in a given center. Gradually certain school centers were established. Thus the parish church and road district became the small school district. In partially settled, open country areas, school districts were established within walking distance from the home served.<sup>8</sup>

Reisner states, “The district system which originated in New England

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\* Figures within the text in parenthesis refer to corresponding numbers in the bibliography at the end of this article (5).

(and spread westward) was suitable to the social conditions under which it originated and developed. In sparsely settled regions with considerable areas with no population it was convenient to allow small and isolated groups of citizens to organize and govern their school."<sup>8</sup> Cubberly comments, "The district school provided a forensic center for the New Democracy of Andrew Jackson's time."<sup>1</sup>

The district school continued to develop during the first quarter of the nineteenth century and by the latter half of this century it was authorized by law in most states. In 1789, the General Court of Massachusetts enacted the following law: "And whereas by means of the dispersed situation of the inhabitants of the several towns and districts of this Commonwealth, the children and youth cannot be collected in any one place in town for their instruction, it has thus become expedient that the towns and districts, in circumstances aforesaid, should be divided into separate districts for purposes aforesaid, be it enacted . . . ."<sup>3</sup> Massachusetts in 1827 provided for selection of school committees, and in 1829 granted to the local district the authority to select their own committees.

In 1812, New York authorized district organization providing for a governing board of three trustees. These boards had broad powers as to the care and supervision of the district school. By 1824, other New England states had enacted similar laws.<sup>1</sup>

The ordinance of 1787 which authorized a national system of land survey, with the township as the unit, set aside one section in each township the proceeds of which should be for the support of the public schools. This opened the way for use of the "township unit" and two states, Indiana and Michigan tried it but soon gave it up and acceded to the popular clamor for the one-teacher district school which prevailed in the other states carved out of the Northwest Territory.\*<sup>4</sup> The district system followed settlement westward.

The South, because of its geography and system of large landholdings, adopted the county unit of government early in its history. Public education developed somewhat slowly in this section and when it was established the county was quite widely accepted as the public school unit.<sup>4</sup> However, in the country areas, the one-teacher school was established with varying degrees of local authority and it has seemed to persist here as elsewhere throughout the nation.

Robert E. Lee, in 1866, wrote as follows: "So greatly have educational interests been disturbed in the South and so much does its future condition depend upon rising generations, that I now consider the proper education of youth one of the most important objects now to be at-

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\* Indiana in 1852 re-established the township system with local districts as sub-districts having little power.

tained and one from which the greatest benefits may be expected. Each state should take most energetic measures to improve its schools and colleges and to increase facilities for instruction."<sup>1</sup>

By 1825 the district system was legally recognized in most states and the period 1830-1860 has been referred to as "The Common School Revival".<sup>8</sup> Pennsylvania, in 1831, enacted legislation creating a fund to aid common schools and in 1834 made every ward, township, and borough in the state a school district, with authority to elect its officers who had power to initiate and carry on schools. New York, in 1849, passed "An Act Establishing Free Schools Through-out The State," but not without bitter opposition. In 1851 it was obliged to return to partial support by the rate system.<sup>1</sup> Reisner states that the small school district became the national pattern early in the nineteenth century and that during this time there were developed three basic principles which have tenaciously influenced public thinking and action. They were:

1. The sovereignty of the state over the public school system.
2. The tremendous range of independent action allowed the local management of the schools.
3. That local school authorities, unhampered by the higher authorities, were closely controlled in their acts and policies by the citizens from whom they held power.<sup>8</sup>

Gradually the concentration of population and wealth and the development of leadership in the cities led to improvements in organization and equipment, but these changes came more slowly in the country. Before considering them, another feature of the district school development demands attention.

#### DEVELOPMENT OF THE DISTRICT SCHOOL CURRICULA

Beginning with the Massachusetts laws of 1642 and 1647 and following through until 1940, there were slow and gradual changes in the objectives, the subject matter, and the learning activities of the district school. These changes increased in extent and tempo as the nineteenth century faded into the dynamic twentieth century. The early schools of Massachusetts created "so that youth might learn to read the Scriptures and thus escape the wiles of Satan," had the religious motive as their chief objective, although Cubberly indicates that there was also a civic purpose. Reisner says: "About all that was expected of the schools of the seventeenth and eighteenth centuries was to teach the child to read and write, to give him a very elementary knowledge of arithmetic, and to make him familiar with the dogmas and devotional exercises of his church."<sup>8</sup>

"During the early part of the nineteenth century, geography, history, and English grammar found a place on the school's program, so much so that there developed a foolish race between arithmetic and grammar to see which subject should have first importance on the school's program."<sup>8</sup> Until well along in this century, the Bible, religion, manners, and morals were given a large place in the course of study. Toward the close of the century, more attention was given to civic, health, and vocational objectives, and to the teaching of health education, citizenship, and some phases of vocational appreciation. Formal, memoriter methods of teaching were displaced by more informal methods, more study of the child as the center of teaching efforts, and more concern about manner of presentation of subject matter and the place of "learner activity" in the program of education.

The Department of Rural Education of the National Education Association published, in 1933, a bulletin based upon careful research entitled *Organization of Curriculum For The One-Teacher Schools*. Many state departments made similar studies and prepared printed material for the use of their teachers in these district schools. These publications were concerned with problems of fewer and larger classes, longer class periods, and more attention to child development and learning activities. Suggestions were made as to grade grouping, alternation of classes and grades, developing units of study, and utilizing activities as an integrating factor.<sup>2</sup> These studies revealed some inherent weaknesses of the small school district.

#### WEAKNESSES OF THE ONE-TEACHER SCHOOL

Before legal authorization of the one-teacher school was fully consummated, educators were pointing out some of its serious weaknesses: within less than a half century from the time of "The General Court Order of 1853," Horace Mann said, referring to this order: "It is the most unfortunate law on the subject of common schools ever enacted by the state."<sup>1</sup>

Superintendent Dix of New York, in 1884, wrote, "Cheap instructors, poor, ill furnished school houses, and a general languor of the cause of education are certain to be found in these feeble districts."<sup>10</sup> "With the mechanical instruction there often went a repressive, cruel discipline."<sup>8</sup>

The Connecticut Board of Education (1885) reported: "By creating within our towns from ten to twenty little parasitic governments, partially independent in school affairs of one another and of their own town and by dividing the duties and responsibilities of school administration between town meeting and district meeting and between

school visitors and district committees, we have impaired and paralyzed the self-government of our towns, and have rendered a proper management and control of schools impossible, or at least unlikely.”<sup>10</sup>

The Commissioner of Schools of Ohio reported in 1885: “The meager progress of the country school is not chargeable to school officials, teachers, or pupils, but to the lamentable deficiencies of that part of the Ohio system which relates to township districts. Under the law, the board has no authority to enforce rules and regulations for the government of the school.”<sup>10</sup>

State Superintendent Graves, of Delaware, said in 1876: “The habit of employing females to teach summer and autumn, and males in the winter—two sets of teachers, is detrimental to the best interests of the schools. There seems to be little care of the houses or grounds; houses are small and seats uncomfortable. Long desks are stretched around the wall of parts of the house and benches with no backs or stays. There are neither charts, maps, or globes in any school house in Sussex County. This same county, in 1892, reported 28 buildings in the county valued at less than \$50.00 and running as low as \$10.00.”<sup>10</sup>

The report of the “Committee of Twelve on Rural Schools” to the National Education Association (1897) points out many of the existing weaknesses of the one-teacher school. A few are here related: Wisconsin had 183 districts whose average attendance was not more than five; New York had 2,983 with less than ten pupils; and Maine had 1,000 districts with average attendance of twelve or less. The report for Calhoun County, Michigan, 1886, showed that there were needed 158 teachers, but they employed 342 during the year. The average length of term in the district was 8.4 months, but the average for which teachers were employed was 3.8 months. The ratio of teachers to terms was about the same throughout the state—a very insecure tenure.<sup>6</sup>

This report showed widespread unsatisfactory conditions throughout the states studied. In general, attendance was low, teachers poorly paid, tenure very short, often three teachers a year per school. “In some schools, large numbers of children were crowded into poorly equipped rooms with children in all grades, from A.B.C.’s upward, sometimes including classes in Latin and algebra.” Administrative control was weak and supervising assistance lacking.<sup>6</sup>

State Superintendent Luce, of Maine, referring to the district school, wrote, “The typical little red school house, so invested with sentiment, is a costly and unsatisfactory institution of learning.”<sup>6</sup> Naturally the recognition of these weaknesses led to attempts to improve.

From the beginning of the nineteenth century, states were enacting laws providing for school taxes, county school superintendents, and

other public school legislation. All of these tended to place some restriction upon the power of the local district. The first laws, usually, were permissive; after the progressive cities had made use of these, statewide mandatory laws were enacted.<sup>8</sup>

The Union school law of 1853, New York State, was the first law authorizing consolidation. Massachusetts, in 1869, legalized school consolidation and use of public funds for transportation of pupils. The town of Quincy, 1874, was the first to make use of this law. It was not until 1890, when the state appropriated \$25,000 to aid in transportation, that this law was widely used.<sup>1</sup>

By 1902 all of the New England states provided for transportation and consolidation; and Pennsylvania, Ohio, and Indiana had enacted similar laws. The movement gained momentum and within the next two decades consolidation made rapid progress in all of the cities and many of the states.<sup>1</sup>

Progressive legislation, professionalization of educators, and a heightened interest in the public school contributed to a very general improvement in the organization and administration of the schools; however, in 1944 there were yet 96,302 one-teacher elementary schools in the nation.<sup>11</sup>

#### ENLARGEMENT AND IMPROVEMENT OF PUBLIC SCHOOLS

By the middle of the nineteenth century the centralization of population in cities developed a leadership in the cities and legislatures that were sensing the need for larger and better financed and better administered public schools.<sup>8</sup> The cities, as early as 1828, had recognized as a unit of management the Primary school; by 1848 some of the cities had accepted three divisions; the Primary, the Intermediate, and the Grammar school. As this reorganizing was taking place there was another: the divisions of each unit into classes or grades. Thus developed the "graded school."<sup>1</sup> The graded school became common in most cities before the close of the nineteenth century and was gradually imposed on the one-teacher school, sometimes with unsatisfactory results. Reisner writes: "The graded school in its early years often brought disappointment. They shoved children, carefully regimented, from the first grade through the highest; they could recite and parse and diagram with great skill, but their information was not knowledge since it was not integrated in thought patterns."<sup>8</sup> The report of the Committee of Fifteen indicates that U.S. Commissioner of Education, Wm. T. Harris, at that time was not in sympathy with the graded system for the one-teacher school.<sup>6</sup>

## ARE THE ONE-TEACHER SCHOOLS PASSING?

How long will we have one-teacher schools is an oft-repeated question. Pamphlet No. 92, U.S. Office of Education, prepared by Dr. Walter Gaumnitz, presented some very pertinent data on the problem, "Are the One-Teacher Schools Passing?" Dr. Gaumnitz states that, "Many circles in American life think the one-teacher school is a thing of the past, and an institution of pioneer days that need no longer be of serious concern to present-day educators." What are the statistical facts? Is consolidation rapidly displacing the one-teacher school? Table I presents a partial answer.

<i>Year</i>	TABLE I	
	<i>Number of one-teacher schools</i>	<i>Number of Consolidated schools</i>
1915-16	200,004	5,000
1919-20	190,655	11,890
1923-24	169,718	12,674
1927-28	156,066	13,852
1931-32	143,390	15,945
1935-36	131,101	17,531

There was for this period a marked decline in the number of one-teacher schools and an increase in consolidated schools. This decline was not steady nor was it evenly distributed. Other data indicate that the one-teacher schools were being eliminated most rapidly in Ohio, Pennsylvania, Indiana, New York, and North Carolina; and there were few eliminations in Illinois, Montana, Nebraska, North Dakota, South Dakota, Wisconsin, and Wyoming.<sup>3</sup>

There were, in 1909-10, in the United States, 265,474 school buildings of which 212,448, or 57 per cent, were one-teacher buildings. In 1943-44 there were 209,309 buildings, 96,302 were one-teacher schools and only 11.6 per cent of all teachers were in these schools. A total of 4,410,362 pupils were being transported at a cost of \$107,754,467, which was 4.7 per cent of current expense. This was \$24.42 per pupil. The estimate for 1945-46 gave 90,000 one-teacher schools and 4,962,233 pupils transported.

## TWENTIETH CENTURY CHANGES

Recent reports from United States Office of Education and other authentic sources indicate growing sentiment toward the elimination of the one-teacher school and the organization of larger districts. This is a major trend of the last quarter century, which affects the administration of public schools. The movement was stimulated during the past two decades by state-wide programs. Usually a state survey,

partial or complete, precedes legislation. In some states, such as West Virginia, Arkansas, and New Mexico, the legislation was mandatory. Other states placed authority to close schools in the State Department of Education and some states, such as Washington, Oregon, and Kansas, enacted legislation providing for county boards to study local conditions and to map systems of larger districts on a county-wide basis. Some of these laws required a referendum to approve the re-organization plans of the county committee, and in others the committees were given more or less arbitrary powers.<sup>4</sup> Such state-wide legislation hastened the elimination of the one-teacher school, but the task has not reached completion. There was, in most states, some popular clamor against the new laws—against taking power away from the people—which led to temporary lags and indicated the hold that the small district school had on the popular mind.

An increase in the amount of county and state money for the support of public education, often apportioned on the equalization basis, also affected materially the country school districts; sometimes it strengthened and improved the district, other times the laws forced the closing of very weak district schools. State funds, since the beginning of the present century, have been quite widely used to encourage transportation and erection of better school plants.

Improved supervision on a county-wide basis, with some state support and control, grew in favor during the past half century and had marked effects in some states. New Jersey, with its "Helping Teachers" legalized and partially supported by the state, is one of those states.<sup>7</sup> State legislatures, state departments of education, teacher education institutions, state and national teachers associations have, since 1900, carried on research and provided assistance in increasing amounts in the fields of better teaching, better classification and guidance, improved subject matter organization, better teacher preparation, stronger administration and supervision. These have made contributions to improved management and a more vital curriculum in the more progressive one-teacher schools, as well as in the graded schools.

Commenting on the rapid growth and improvement of the district school during the middle period of the eighteenth century, Reisner made a statement which is as true today as it was a century ago. It is this: "The improvement of education in the United States has depended ultimately upon the education of the voters to believe in public schools—free schools—improved schools, and to cast their ballots for progressive policies and mounting school expenditures."<sup>8</sup> (p. 320)

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# CURRENT STATUS OF THE ONE-TEACHER SCHOOL IN THE UNITED STATES

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In many circles of American life, some civic and some educational, the one-teacher elementary school is regarded as a thing of the past. It has served as the butt for many a joke or wisecrack; it has been castigated in no uncertain language by educational bigots who have not understood its contribution to the democratic way of life. Friendly zealots have eulogized it in song and story, in the press, and on the platform. Although often criticized, more often neglected, sometimes praised, occasionally improved, the one-teacher school still plays a significant role in the public school system of the United States.

In order to secure data on the present status of the one-teacher school, a questionnaire was sent recently to the chief state school officials in the forty-eight states, asking them to furnish up-to-date information on the one-teacher school in their respective states. Replies were received from thirty states. All geographic regions, except the Far West, are represented in the returns. The data are for the school year, 1946-47.

The responses show that the thirty states reporting have a total of 82,557 one-teacher schools with all of the states represented having schools of this type. For example, five states have less than 500 one-teacher schools each; thirteen states, 500 to 1,999; five states, 2,000 to 3,999; four states, 4,000 to 6,000; and three states, over 7,000 each. The state with the smallest number has 52, while the state with the largest number has 9,646. For the group reporting, the average number per state is 2,752. It is estimated that there are approximately 108,000 one-teacher schools in the United States at present. This means that one-teacher schools represent over 50 per cent of all the buildings in use for school purposes in the United States.

The total enrollment in the 82,557 one-teacher schools is 1,254,128 pupils, with nine states estimating that approximately 50,000 pupils are being transported to this type of school. The state with the lowest enrollment in one-teacher schools has 1,430, and the state with the largest enrollment has 141,000. Several states enroll more than 100,000 pupils each. The average enrollment per state is approximately 41,804.

The date for the opening of one-teacher schools in the fall varies somewhat from state to state and within the state, although there is considerable uniformity. For instance, in twenty-two states the opening date falls some time between September 1 and 8. In the other states the opening dates vary from September 15 to November 1, with one exception, and in that state many one-teacher schools open as early as July 15 each year.

The study reveals that twenty-two states generally teach all eight elementary grades in one-teacher schools. In the other eight states the number of grades taught varies from grades one to three to grades one to seven, with one exception. In this state grades one to nine are taught, which apparently means that some high school work is done in these one-teacher schools, a practice highly questioned by most authorities in rural education.

Many institutions of this type suffer from short school terms. The length of the term not only differs greatly among the states, but often within the same state wide variations are found. According to the replies, thirteen states provide a minimum school term of nine months for one-teacher schools; eleven, eight months; two, seven months; three, six months; and one, five months. In some states one-teacher schools are sometimes closed before the end of the minimum term is reached. There is a tendency, however, for one-teacher schools in some states to extend their terms beyond the legal minimum. For example, fifteen states report this tendency, while nine states indicate that the minimum term generally becomes the maximum. Six states failed to reply to the question concerning the length of the school term.

The curriculum in one-teacher schools differs somewhat from state to state. The replies show that practically all states require the teaching of arithmetic, civics or civil government, geography, history, oral and written English, reading, spelling, and handwriting in their one-teacher schools. In addition, twenty-three states require health and physical education; twenty, social studies; fifteen, art; fourteen, music, nature study, and elementary science; twelve, agriculture; nine, drawing; and two, home economics and manual training. Several states require the teaching of fire prevention, physiology, patriotism, conservation, first aid, safety education, and the effects of narcotics and alcohol.

In the states where these subjects are required, arithmetic, art, drawing, oral and written English, health, music, physical education, reading, spelling, and handwriting are generally taught in all grades of the one-teacher school. On the other hand, geography, history, nature study, and elementary science are taught in both intermediate and upper grades; while agriculture, civics, civil government, conservation,

home economics, and manual training are usually taught in the upper grades only.

The minimum length of the school day in one-teacher schools differs considerably from state to state and from school system to school system within the same state. Of the thirty states answering the questionnaire, eighteen report that the minimum school day is six hours. In the other twelve states the minimum school day varies from four to seven hours. Five states indicate that from 50 to 75 per cent of their one-teacher schools exceed the minimum. On the other hand, in twenty states the minimum is not exceeded.

The general length of class periods also varies greatly in one-teacher schools. As an illustration, three states mention that class periods generally range from five to ten minutes; three states, ten to twenty-five minutes; twelve states, fifteen to twenty minutes; two states, twenty to twenty-five minutes; and ten states, fifteen to forty-five minutes. Methods of teaching, amount of teaching aids and materials, types of daily programs, number and combination of grades, number of subjects taught, length of the school day, pupil enrollment, age of pupils, size of classes, and alternation and fusion of subjects are factors affecting the length of class periods.

The investigation reveals that various methods and combinations of methods are followed in reducing the number of classes in one-teacher schools. For instance, twenty-two states mention grade grouping as a method used to reduce the number of classes; twenty states, alternation of grades; nineteen states, correlation of subjects; seventeen states, fusion of subjects; and sixteen states, alternation of subjects. The grouping of children homogeneously or in ability by subject is employed in some states. A few states indicate that such subjects as music, physical education, social studies, nature study, spelling, and handwriting are often taught to the entire school group with pupils frequently assisting one another.

Although the returns are far from conclusive, it is quite customary to find various grade combinations in operation in one-teacher schools. As previously mentioned, twenty-two states use this plan. According to the replies, the most common grade groupings are probably grades one, two, and three, grades four and five, and grades six, seven, and eight. Under this plan grades one, two, and three work together in all subjects except reading and arithmetic. Grades four and five and grades six, seven, and eight are generally combined in all subjects. The responses also indicate that other types of grade combinations are frequently found. In many one-teacher schools, grades one and two are combined in language, social studies, and possible other subjects. Grades three and four, five and six, and seven and eight are grouped,

respectively, in reading, language, spelling, arithmetic, history, geography, and civics. In other schools grade one, grade two, grades three and four, grades five and six, and grades seven and eight constitute the major grade groupings.<sup>1</sup> At the same time, in more progressive one-teacher schools, there seems to be a strong tendency to re-group children within major combinations for further instructional purposes. For example, in grades one, two, and three it is not uncommon to find five or six, and sometimes seven, reading groups.

Many states follow the practice of alternating grades as a means of reducing the number of classes in one-teacher schools. This plan does not usually operate in the first two grades. According to this procedure the third, fifth, and seventh-grade subject matter is often taken in the even-numbered years, and the fourth, sixth, and eighth-grade material in the odd-numbered years. Although the practice of alternating grades has apparent advantages, some states are beginning to question the procedure on the basis that it tends to produce much greater retardation among pupils.

Alternation of subjects is another practice which is followed in solving the problem of the daily program in the one-teacher school. According to this plan, provision is made in the program for the alternation of subjects by days, weeks, or school terms. For example, a class may have civics two days in the week and history three days. Sometimes civics may be taught during the first half of the year and history the second half of the year. In some successful one-teacher schools definite periods on certain days are set aside for certain subjects. As an illustration, a Monday period is devoted to drawing for all the school, Tuesday to music, Wednesday to writing, Thursday to construction work, and Friday to nature study and elementary science. In practice the major subject alternations are art and penmanship, history and geography, health and geography, and civics and history. This plan, however, seems to be losing favor to the more recent movement to integrate or "fuse" curriculum materials.<sup>2</sup>

Under the influence of the progressive movement in education, this practice seems to be on the increase in one-teacher schools. According to this plan, subject-matter lines are disregarded, and the work of pupils is organized around "centers of interest" or "areas of learning." These centers of child activity broaden the experiences of children and help them to understand and appreciate the environment in which they live and learn. Illustrative of the broad areas of child experience are such centers of learning as "The Family in the Rural Community" or "How the Farm Provides Food for the Nation."

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<sup>1</sup> Kate V. Wofford, *Teaching in Small Schools* (New York, 1946), p. 104.

<sup>2</sup> *Ibid.*, p. 105.

Even where one-teacher schools have not accepted fusion of subject matter as a general procedure, it is a common practice to follow some plan of correlating subjects. Correlation refers to the establishment of mutual relationships between two fields or areas of study. For example, civics, geography, and history are often taught together, sometimes being designated as the social studies. Reading and spelling; reading, spelling, and English; geography, history, and reading; and composition, geography, and history constitute other types of common correlations.

Teaching methods vary considerably in one-teacher schools throughout the nation. Of the thirty states reporting, twenty-two indicate that the traditional textbook method prevails in most of their one-teacher schools; fifteen, the unit method; five, the project; four, the problem; nine, the activity plan; and thirteen, some form of individual instruction. Several states are frank in stating that their one-room schools usually have the "poorest" teaching methods. With all due respect to this criticism, however, it is reasonable to believe that many one-teacher schools are doing excellent work.

The differentiation of the curriculum to meet the special needs of the small school, however, is a comparatively new movement in education. For instance, fourteen states mention that they either require a course of study for one-teacher schools or make special differentiation in their present courses of study to meet the peculiar needs of one-teacher schools. In some courses of study the instructional program designed for one-teacher schools is organized around five areas of learning: language arts, mathematics, social studies, natural science, and fine arts. Some of the courses of study in use today were made before 1932; several have been prepared since 1940. In at least five states new courses of study were prepared in 1946-47. Three additional states report that they have course-of-study revisions under way at present.

The returns show that the physical condition of one-teacher school buildings varies greatly and that such buildings are often inadequate in essential respects. For example, all thirty states report that most of their one-teacher school buildings are wooden structures. Five of these states indicate that they have a few buildings made of brick or concrete blocks. In spite of the fact that considerable progress has been made in rural school-building programs since 1910, especially in consolidated schools, many one-teacher school buildings are still of the "box-car" type with inadequate heating, lighting, and ventilation. Often buildings are so located that children have to travel excessive distances to reach them. Many are also in poor physical condition, needing painting and major repairs. Eleven states rate the physical condition of their one-teacher school buildings "poor"; seventeen, "average"; and

only two, "above average". These conditions are not surprising when considered in the light either of our educational traditionalism or of the effects of the recent war. Many buildings were allowed to deteriorate during the war on account of the difficulty of making repairs; and, now that the war is over, building and labor costs and the scarcity of materials still prevent many efforts to modernize rural-school plants.

It is difficult to secure an accurate picture of the physical facilities of one-teacher schools today. A few years ago a national study revealed that many thousands of such schools lagged behind national standards in safety, comfort, health, sanitation, attractiveness, educational fitness, and equipment.<sup>3</sup> The findings of the present study point to the same conclusion. For instance, only twelve states estimate that their one-teacher schools have anything like adequate libraries. Nineteen states report that relatively few schools of this type have lunch rooms; eighteen, lack of running water in the building; seventeen, no facilities for indoor toilets; and fourteen, very few buildings equipped with electricity. Practically all states estimate that teaching materials and playground facilities are limited. Desks are often of the non-adjustable type. Many buildings have insufficient window space, no work rooms, no teachers' rest rooms, no built-in features such as lunch cupboards and bookcases, and no places for hats and cloaks. Many thousands of playgrounds are too small.

Most state school officials believe that one-teacher schools rate in general efficiency below other types of elementary schools. For example, chief state school officials were asked to assume an efficiency index of 100 for the multiple schoolroom in their respective states. With this figure in mind, they were then asked to assign an efficiency index to the typical one-teacher school in their states. Of the twenty-six states responding, one rates the typical one-teacher school 40; four, 50; three, 60; one, 65; two, 70; ten, 75; four, 80; and one, 85.

The emergency teacher situation is acute in rural schools. This is especially true in schools of the one-teacher type. In the thirty states reporting, there are approximately 329,752 elementary teachers. Of this number, approximately 32,979, or 10 per cent, are emergency teachers. Twenty states estimate the percentage of emergency teachers working in one-teacher schools as follows: Eight states report that from 5 to 24 per cent of all emergency teachers in their states are located in one-teacher schools; six, from 25 to 49 per cent; four, from 50 to 74 per cent; and two, from 75 to 100 per cent. For the school year, 1945-46, nearly 60 per cent of the teachers in rural one- and two-teacher schools had less than two years of education beyond high

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<sup>3</sup> "The Outlook for Rural Education," *Research Bulletin*, National Education Association, Number 9, 1931, p. 286.

school. There is little reason to believe that the situation has improved since that time. This means that hundreds of thousands of children in rural areas are suffering a major impairment in their schooling on account of poorly prepared teachers.

Over 7,000 one-teacher schools closed last year on account of an acute shortage of teachers. For example, three states estimate that from 1,200 to 1,800 such schools closed during 1946-47 in each of these states because teachers could not be found. In two other states, 700 to 1,000 such schools closed for the same reason; in two, 300 to 600; in three, 125 to 200; in four, 50 to 100; and in seven, less than 50 each. One person, in answering the questionnaire, expressed a fairly typical viewpoint when he said, "Very few schools closed in our state. The usual alternative was to certify practically anyone as teacher regardless of qualifications." Because no qualified teachers could be found in many areas, thousands of children have been closed out of schools or classes for no fault of their own. This situation is most serious in a democracy.

The annual salary range for teachers in one-teacher schools is pronounced. Of the thirty states furnishing data on this point, one reports that teachers in such schools receive less than \$500 per year; two, \$500 to \$899; four, \$900 to \$1,199; eight, \$1,200 to \$1,499; seven, \$1,500 to \$1,999; five, \$2,000 to \$2,499; and two, \$2,500 and above. In one state the range is from \$1,200 to \$2,700 per year, depending upon qualifications and experience. In some states the same salary range or schedule operates for all teachers regardless of the size of the school, while in many states the teacher in small schools is the lowest paid person in the profession. Recently several states have enacted new salary laws for teachers which up the minimum salary beyond \$2,000 per year; but even so, the average salary of teachers in small schools is far below the average of teachers in either rural consolidated or urban schools. This is serious because recent studies have revealed that inadequate local salary schedules were the primary cause of the turnover and the subsequent shortage of a supply of qualified teachers.

The minimum professional requirements for teachers in one-teacher schools differ from state to state. Of the thirty states reporting, eight require high school graduation as the minimum professional requirement in one-teacher schools; two, one year of college; nine, two years of college; one, three years of college; and ten, four years of college. The replies also indicate that there is some tendency in several states to increase minimum legal professional requirements for certification. As a result of the serious teacher shortage in many states, however, it is apparent that these requirements are often not enforced.

There is some evidence to show that some teacher-education institutions are beginning to assume responsibility for the education of teachers for small schools. For instance, the thirty states reporting have a total of 225 state-supported teacher-education institutions. Ninety-seven of these institutions operate model one-teacher schools for observation, demonstration, and student teaching purposes. In ninety-five of these institutions special professional courses are offered for teachers in one-teacher schools.

It is also encouraging to observe that state departments of education, teacher-education institutions, and local school systems are slowly recognizing their obligation to provide opportunities for the in-service education of teachers in small schools. For instance, twenty-five states report the use of extension classes for teachers in one-teacher schools; twenty-four, campus summer workshops; twenty-one, institutes and helping teacher or supervisory programs; nineteen, correspondence study; fifteen, curriculum studies including work on the course of study; and fourteen, off-campus workshops in the summer or during the regular school year.

Although the number of one-teacher schools is declining, chief state school officials agree, in general, that schools of this type will remain for a long time. As reasons for their continued existence, twenty-one states mention sparse population; twenty, local pride and transportation difficulties; fifteen, tradition; and eleven, financial handicaps. A few states give such reasons as lack of understanding on the part of the people, community rivalry, employment of local teachers, isolation, mountainous areas, severe weather, impassable road conditions, excessive building costs for new consolidated schools, fear of higher costs of consolidation, fear of increased tax rates, re-opening of one-teacher schools to relieve teacher's loads in classified schools, and the necessity to maintain one-teacher schools in order to provide educational opportunities for many rural children.

According to the study, the chief needs of one-teacher schools today are listed as follows: twenty-five states mention consolidation; twenty-three, better teachers; seventeen, better buildings, better supervisory programs, and more adequate financial support; twelve, more interest on the part of citizens; ten, instructional re-organization; seven, better attendance; six, curriculum improvement; and three, better coordination between rural and urban groups and more intelligent understanding on the part of patrons of what the functions of elementary education should be in rural areas.

The one-teacher school follows no particular pattern. At one extreme, many schools of this type present a dismal picture. School buildings are often despicable shacks, with broken window-panes, inadequate

heating, and small, poorly kept playgrounds. Teachers are inexperienced, untrained, and poorly paid. Textbooks, often designed for urban schools, are memorized in traditional fashion. There are few supplementary books, appalling health conditions, meager supervision, poor instructional organization, meager financial support, poor community spirit. Little or no attention is given to pupil differences, with children in the lower grades often deplorably neglected. In these schools there is nothing inspiring; in fact the whole situation is one of despair. Many such schools are a disgrace to the nation.

At the other extreme, many one-teacher schools have modern, well-equipped buildings, well-trained teachers, adequate health and physical education facilities including health instruction, lunch rooms, and desirable playgrounds. Some schools have desirable educational programs in which activities are based on pupil interests, needs, and capacities. The community school concept is taking shape in some areas so that some one-teacher schools are beginning to affect the quality of life in rural areas. Through field trips, excursions, and other means community resources are used, and children are learning to know and understand the community and the world in which they live. Often patrons, local officials, returned veterans, farmers, and other interested persons contribute richly to the curriculum, thereby providing many opportunities for pupils to gain rich social experiences. Through teacher-pupil planning children are serving on school committees, engaging in camping activities, and are learning to live and work together democratically. They are living and learning in an environment which is conducive to the development of good citizens. Between these two extremes are found the remaining one-teacher schools in the nation.

The one-teacher school has a definite contribution to make toward the democratic way of life in rural America. It can be a good school, and it should be strengthened to meet these possibilities. To realize its potentialities as an educational institution, it will be necessary to study various ways and means of improving these schools. These studies will include (1) programs of pre-service and in-service education, (2) ways and means of financing rural education including federal aid for public education, (3) plans of administrative and instructional re-organization, (4) integration of school and community agencies and resources, and (5) adequate instructional materials for one-teacher schools.

## ONE-TEACHER SCHOOLS OF THE FUTURE

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NORMAN FROST  
Peabody College

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There are more one-teacher schools in the United States than any other kind. No one knows just how many there are; probably very nearly one hundred thousand. They are found in every state, and new ones are established every year. Progressive and thickly populated rural areas have them as well as so called problem areas. Illinois has more than any other state, and Wayne County, Michigan, the county where more automobiles are manufactured than anywhere else in the world, has one-teacher schools beside some of its four lane super-highways.

There is something about them that folks like, or there wouldn't be so many. Just plain stubbornness or dislike of change can't account for them all. Americans rather favor new things. One-teacher schools must be pretty good or they would have disappeared. The nostalgic memories of older people about the dear old school days have quite a substantial basis in fact. Fine things may happen, frequently do happen, in one-teacher schools.

Hardscuffle School in South Carolina is in what is left of the piney woods after the sawmill moved out. The teacher seemed embarrassed when visitors arrived, and some of the older girls kept slipping out of the room. There was tension in the air as the children fumbled through routine question-and-hope-for-an-answer recitations. Eventually matters came to a head. A girl returned and whispered excitedly to the teacher. The teacher screwed up her courage and explained to the visitors that the school had planned a "pilgrim party" for the afternoon, and since she had promised the children she felt she must go through with the plans. The girl had just told her that the "pull-candy" in the kettle over the fire back of the school was about done. Then the children began "costuming" themselves. The teacher's relief and the children's delight when the visitors after a little punching of hats and indiscreet use of paper collars and other appurtenances and holding stick guns just as they did in the picture, joined the march to the candy kettle.

The delightful intimacy and informality of that experience would be almost impossible to sense in a larger school. Older children ac-

cepted responsibility for the younger ones, and the younger ones showed due deference and respect for constituted authority; things many graduates of larger schools seem never to have learned.

It was in Tennessee that one of the older men of the neighborhood who was immune to poison ivy was pulling down the vines and digging out the roots while the children were carrying the roots and vines on sticks to a fire, being careful not to get in the smoke.

The list of fine things happening in one-teacher schools could be continued indefinitely—a delightful playground and pupil responsibility in Arkansas, the cold frame experience in Illinois, flower boxes in a school first and then in a neighborhood in Colorado, flat irons on the stove in Michigan to press wet clothes and clothes hangers to keep them in shape, a wash boiler full of hot water on the stove in Vermont so that children could wash their hands before eating and after going to the toilet instead of just talking about it, a shoe cobbling outfit and shoe shining materials in a colored school in Kentucky to help make shoes last longer.

There is a neighborly feeling among patrons and pupils about the one-teacher school, too, a sort of "all-the family" idea that lays a firm foundation for citizenship. Families rather accept the school and school teacher as a part of the home rather than having to surrender their children to another's care. This sense of loss of the children from the home to the school was expressed by a mother in the Frog Pond district after they consolidated that school with others. "Pears like we ain't got young-uns no more. They're out a bed 'fore day to help feed stock and get the place sort of read'-up, gobbles their vittles, and puts off down the road racing half a mile to catch the bus, and little Dilsey, she's the least one, just a running to keep up. Come night it ain't much better. Times stock's fed and supper cleared up they're so tired they're most ready to drop, and if a body so much as asks them a question they'll holler, 'hush, Maw, we got our lessons to get.' "

Nervous strain on children is often less in one-teacher schools than in larger ones. A mother in Mississippi becoming confidential about school affairs expressed this idea. "When we moved here from Siloam School my Bessie was just in the first grade. She liked her teacher fine, and hated mightily to leave. Then when we got here all them strange children in the bus and the great big brick school full of Lord knows what contraptions seemed like just about scared the poor little thing to death. She was so scairt she took to wetting her clothes daytime and her bed nights. She's in the 6th grade now, and doing right well, but she still wets her bed sometimes."

These illustrations show that there is still something to be said for the one-teacher school. It has been pronounced an obsolete in-

stitution ever since consolidation got to be big business. Over half the buses in the United States are school buses, and the manufacturers and salesmen are not failing to push their wares. There is no industrial interest boosting one-teacher schools.

The one-teacher school in education has been compared to the ox cart in transportation. It might be better to call it the baby buggy of education. Horse-drawn vehicles, automobiles, trains, and airplanes still leave a place for the baby buggy. Graded schools, consolidated schools, and regional schools still may leave a place for the one-teacher school.

Powerful forces seem to be supporting the one-teacher school, assuring it a place of honor in the future corresponding in importance if not in extent with its past. These forces are psychological, social, geographic, economic, physical, and administrative in nature. Full treatment of each of these influences is impossible, of course, but each needs at least a paragraph of explanation.

First, from the psychological point of view. There is increasing emphasis on the need for feelings of security on the part of young children. Surely the little school just over the hill, a place he has seen often, with nothing overpowering about it, must seem more secure to a timid country child, born and raised like Brer Rabbit in the brier patch, than the huge building with its hordes of pupils and platoons of teachers reached only by a long trip in a strange vehicle crowded with older children. Then, too, from the little local school he could come home by himself. If conditions in school become intolerable, there is a friendly known world just outside the door into which escape is possible. From the parents' point of view, too, there is a sense of nearness and of possible control of the nearby small school. They can visit without the elaborate preparation for a long trip.

In the second place, certain social factors favor the one-teacher school. There is, it seems, a tendency for a shift of social functions from the family to the neighborhood, the neighborhood to the community, the community to the state, and from the state to the nation. So far this is only a shift of emphasis and function. Neither the home nor the neighborhood have passed out of the picture. The co-operation of home and school for small schools is a direct affair, a working together of parents and teachers without the intermediate services of a professional director of public relationships or a special visiting teacher. In the same way the local neighborhood finds in the school an institution ready to help co-ordinate neighborhood functions. Sound community development is based upon good neighborhoods. The small school serves as a neighborhood nucleus. It is a place of mutual concern to people of all shades of political opinion and of all denominations. In case there are

neighborhood dissensions the school serves as a neutral meeting place. Common interest in the children and help in putting on school entertainments, taking children on excursions, sponsoring activities, and helping the schools in general gives basic experience in co-operation and democracy as well as personal satisfaction.

Geography strengthens the appeal of the one-teacher school. Rivers, mountains, swamps, lakes, and just plain bad roads leave many places where children cannot be transported easily, safely, or economically to large schools. Commuting presents hardships to grown folks that become positive hazards to young children. When a six- or seven-hour school day is lengthened by two or three hours on buses that are none too comfortable and often overcrowded, a forty-five- or fifty-hour school week results. Add to this the home work teachers demand and the work at home which is a part of home training, and an overload for children results. Diaries of transported children make interesting reading. Up at five, chores till six, breakfast and three-quarters of a mile walk to catch the bus at quarter after seven, school at eight with forty-five minutes to wait while the bus makes a short route, school until three, another wait of forty-five minutes that often gets to be an hour while the bus makes its short route, off the bus at a little after five and three-quarters of a mile to trudge through rain, mud, snow, or what the weather man can think up, supper and another hour of chores, and then get lessons for tomorrow's school. Sometimes these one-teacher schools look pretty good to these children and to those who love them.

Economic factors are worthy of consideration, too. The argument that consolidated schools cost less has been abandoned as evidence accumulates that they cost more. Their justification lies in the fact that they provide better education. This seems to have been proven for upper grade levels and for high schools much better than for lower grades. Just how large one-teacher schools have to be to be on a par with larger schools in per capita cost is not known. The needed size varies because of many factors. Roughly it may be said that if teacher-pupil ratio in one-teacher schools is three-fourths that in larger schools the per capita cost will be about equal. That is to say if a one-teacher school has 24 pupils the school to which its pupils are transported must have 32 pupils per teacher if the instructional cost is to be the same. The possibility of making kindergarten and nursery school service available for country children at reasonable cost seems to be associated with this question of cost. A combined nursery school, kindergarten, and primary school enrolling some 15 or 20 children ages 4 to 8 inclusive seems a real possibility.

Physical conditions and child health seem to favor small schools in

many instances. A consolidated school principal in West Virginia finds growth in height and weight of transported children less satisfactory than that of children who live near enough to walk to school. He is investigating now to see whether this is due to the long hours in travel and sitting in crowded and uncomfortable buses, frequently with wet clothing, or to home conditions. Health services such as medical inspection may be more difficult to provide for small schools but control of epidemics and protection from accidents seem easier in small schools.

Administrative considerations are important. The one-teacher school is a highly flexible educational instrument. It serves to provide opportunity rooms as found in city schools. It follows the migrant worker in both industry and agriculture. It supplements and extends the effectiveness of central or community schools. It can be used as spearhead for new and experimental procedures, and as a mopping up agency to bring up conservatives, even ultra-conservatives. It can be organized to care for exceptional children. It can reach places otherwise inaccessible for educational services.

That the one-teacher school has a useful place in education of the future is certain. The most progressive schools, both rural and urban, are using them. In New York the central community school often has outlying one-teacher schools to serve young children and neighborhood interests, such as P.T.A. groups, library science, preschool clinics. In the county unit states of the South complex systems of consolidation find a place for the one-teacher school. Typical is the bus that starts way up on Dog Creek, leaves the children for grades one through four at the Dog Creek one-teacher schools, proceeds to Burning Springs picking up children en route. Those children for grades through the ninth are left, and the same bus takes senior high school pupils to Clay City, picking up other children for the Clay City school en route.

One need not be a prophet or the son of a prophet to foresee there will be one-teacher schools and many of them throughout the foreseeable future. They are changing and will continue to change. The tendency for them to become more specialized and to restrict the ages served will continue. In stable agricultural areas they are likely to become primary and nursery schools. They will continue to serve isolated places. More and more they will reach out into new fields as special schools for exceptional children and to meet special needs.

## BREATHITT COUNTY GIVES THOUGHT TO ITS CHILDREN'S HEALTH

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ELIZABETH SUTTON  
Supervisor County Schools  
Jackson, Ky.

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As the Kentucky highway turns, a country road curves off to this one-room white framed building, traditionally constructed with four windows on either side and two front doors. Large red bold-face letters across the triangular area above the roof of the porch stand out as though announcing the name of an old homestead, "SHOULDER-BLADE." A flagstone walk leads to the porch, then a pause at the entrance.

An inviting tan and green colored Congoleum rug greets you and with a quick glance one catches sight of a book shelf, rocking chair, magazine rack, victrola, and a short bench circled informally about a reading table. A blond-haired, blue-eyed girl comes to the door and smilingly says,

"You may sit here."

Seated on the bench in this lovely little home-like nook, I glance about the room seeking out interesting bits here and there, and at the same time, perching an ear to catch the discussion going on by the children. The teacher looks up and nods a silent "good morning."

Informally grouped throughout the classroom—a room about forty by twenty-four feet, are thirty children seated around tables. These children range in ages from six through fourteen. Even though there is cross lighting, the teacher has placed the tables near the windows and slanted them somewhat to get the best lighting effects. (She and her supervisor checked with the candle-meter.) Near the center of the room a fire burns in the coal stove.

On the left of the entrance is a smaller room—about twelve by twelve feet, which has been partitioned for the kitchen. The attractive living room nook entrance is to the right of the kitchen, making the instructional portion of the classroom about twenty-eight by twenty-four feet.

From the kitchen the aroma of freshly-cooked vegetable soup still added to the home-likeness of this school home.

Voices draw my attention to the discussion which is being carried on by the larger children. One child is telling how to gather fresh

vegetables and I hear the teacher suggest that the children find out some of the best ways to prepare them. At this point John tells how he has learned to eat greens since they had cooked them at school. "I like the greens when Miss Smith puts a piece of boiled egg on them," he added.

Watching some smaller children seated nearby who were listening to the discussion, I saw one little hand ascend which Miss Smith readily acknowledged.

"Miss Smith, may Mary and I pick the greens today?"

"Oh, Susan, I am so glad you reminded us of that, but I believe we should check with the lunchroom committee to see whose turn it is to pick them."

After this manifestation of interest from the smaller group, I observe them more carefully and discover that they are drawing on large sheets of paper with crayola. Taking peeps now and then, these drawings developed into gardens where carrots, greens, turnips, beans, and other vegetables were thriving heartily. Even though some of the bright red radishes and yellow carrots were above the ground, each child had something to tell about his vegetables or vegetable garden when the teacher asked them. Six of the children at one large table shared their ideas and were drawing one long frieze. One child had drawn the fall school garden and had very effectively shown where some greens had been picked.

As the health discussion period came to a close, the teacher pointed out additional readings which she had helped the committee place on the chart, "What We Can Read." Reading these charts which had been done in manuscript by the children, I realized that their study of foods and nutrition was developing into a study of conservation also. Before me, mounted on a bulletin board, was a large map of the community showing by the use of colored thumb tacks the homes which had farm plans. Beneath this map were placed the other charts; namely, "What We Want to Know," "What We Can Do," and "What We Can Read."

Just then the teacher suggested that the lunchroom committee take charge and immediately all children began to put away materials and clear the tables. Then she said, "It is time for us to be excused and wash our hands. Are we ready?" A silent pause, then a soft, "You may go."

The four children serving on the lunchroom and hand-washing committees went out first, followed by all children. From the window I watched them go to the toilets and turned to the teacher who had spoken, "We are so glad to have you, and want you to eat lunch with us. Shall we wash our hands now?" At this suggestion we went into

the yard where the two boys had poured water into a bucket suspended from a pole. The lunchroom committee—a boy and a girl—were washing their hands and hurried back into the classroom. The teacher and I were next in line and each child, as he came from the toilets, took his place and turn to wash his hands. One child poured the soap and another passed out paper towels as everyone passed the washing place. A box filled with sand and gravel had been placed under the bucket to take care of waste water and seepage.

Upon our return to the classroom, I observed that oil cloth place mats had been placed on the tables. There was a napkin and a large spoon at each place and the little girl and boy were serving the lunch. Each child took his seat and waited until all were served, after which all heads were bowed and they softly chanted:

“For health and food and loving care, we thank Thee, our Lord.”

The hostess conducted me to a vacant place at the table where the larger boys and girls were seated. I noticed that there was a little host or hostess at each table who was responsible for leading the conversation. There was low, pleasant conversation during the fifteen minutes while we enjoyed the hot vegetable soup, milk, peanut butter sandwich, and apple. At our table we became interested in finding out all the different kinds of vegetables in our soup and whether or not they were grown in our county. From this sort of informal talk, I gathered that carrots were not grown in all gardens. One child commented on his record on the daily diet chart and was boastful of the fact that he had had a perfect check every day because he had eaten foods from all the seven groups. From these charts I learned that monthly records of weight and height are kept for each child. There were several posters advertising the right kind of food, as well as the one which contained the record for daily food habits. There was a large clock-like chart used in the morning health inspection.

As the lunch was finished, each child was responsible for taking his own bowl, spoon, and glass to the kitchen, quietly returning to his place and unconsciously laying his head on the table to rest. In the meantime, the host or hostess at each table helped to collect the oil cloth mats and dispose of any crumbs. While the children were resting, the teacher goes to the victrola and plays Brahms' "Lullaby." During the quiet music period, time was shared with the teacher. In the discussion of her health program, she spoke of the many helpful suggestions which she had found in *Breathitt Grows*.<sup>\*</sup> She explained that the children had their play periods in the mornings and in the mid-

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<sup>\*</sup> Reference is made to *Breathitt Grows*, the county's guide in health and physical education.

afternoons and that they had decided not to play following the lunch period. We went into the kitchen where I chatted with the two women who were doing the cooking. They explained that the community was providing for only one person, but that they liked to help the school and both came every day.

While making these observations and enjoying the quiet, peaceful atmosphere of this classroom, I began to see this school as an integral part of its community. I tried to determine the worth of these experiences in the health of each child, and to evaluate the progress which had been made in healthful living in the total educational program of this one-room school. Surely, this school is growing and, surely, these children are learning as they are having fun living healthfully together.

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## OUT OF THE MOUTHS OF COUNTRY CHILDREN

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ROSA CORNELIA VEAL  
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Country children's experiences with animals are numerous and varied. They have realistic attitudes toward animals and protect or kill them according to their ideas of justice or expediency. One child feeds a rattlesnake and cries when it is killed. Another feeds baby rabbits to the cats or kills them in their beds because rabbits destroy gardens. An outsider who questions their motives or complains about their actions is soon informed about the necessity for destroying enemies of farm crops.

The following material is taken from a diary record of classroom activities and shows many interesting experiences eight- to eleven-year-olds have had with creatures on the farm.

*Rabbit Hill* by Robert Lawson was read to our third-grade group. The children enjoyed the story and on several occasions they told about rabbits and other familiar animals. On the coldest day of the year only a few of us were at school. In order to be at all comfortable we sat in a huddle around an electric heater. After our opening exercises *Rabbit Hill* was mentioned and the children began to tell of their experiences with small animals. Many of the reports are given verbatim; others less accurately.

"I picked up a mole and he bit me. I stamped him and run. The dog was out there scratching in the dirt. He was gray looking. I remember picking him up."

"One time I found a mole in our pasture. I didn't know what it was. It was making a hole in the pasture."

"You can dig all day and not catch one of those things."

"I took a pitch fork and jobbed it through one."

"I know a better way than that to catch a mole. When he is rooting in the ground, job your foot in front of him. Put your heel down hard then put the other foot down behind him and he'll come right up out of the ground."

"Saturday night we was making lemonade. A skunk started spraying. We didn't stay out there!"

Asked when this happened the child said it was last summer. The point was made that the skunk sprays the disagreeable odor to protect himself.

"A chipmunk can defend himself against dogs. I think he claws them."

"One night Daddy heard possum hunters. A polecat run all over the house spraying that stuff. We couldn't stay in the house. Daddy run him out."

"Get fly spray after him."

"Use D.D.T. on him."

"One Saturday night we were going to Inman, a red fox was running across the road, tail down. Dad runned over his tail. The fox squealed and run to the woods." (The children objected to the word "runned.")

"I was out rabbit hunting in the snow, tracking a rabbit. I found two rabbits close to a branch in a hole outside the branch. I caught both of them, they couldn't run."

"I shot six rabbits in one bed."

"One time I had a black dog named Blackie. Daddy went hunting one day. When they came back it had two little rabbits. They were still alive, we kept them two or three days and then let them loose."

"One day we had a black dog, he'd catch skunks and polecats and bring them to the house. They sprayed and Daddy took the skunks off. He'd catch two or three a day."

"Skunks must be awful plentiful near your house!"

"I had two rabbits, I think the dog got one, the other one ran away. I caught him once by the hind legs and he squealed." (One boy said the best place to catch rabbits was behind the ears.)

"We had a German Police dog, when Mamma started to whip us the dog got the hickory and chewed it up. Mother got another hickory, the dog held her until we got away."

"I got an air rifle. Monday night I went to the barn. I shot a rat ten times before I killed him in the steel trap."

"A rat has tough skin."

"One time Brother went to the cow pasture. He caught two or three rabbits in bed." Leon was with the brother and he continued the story, "The mamma rabbit jumped up and ran. We hunted for the bed and found twenty-three rabbits. We brought them in hands and pockets, part of them got away. We took the others back to the bed so they wouldn't starve. I shot a rock at her with a sling shot after that."

The last two remarks were made in response to questions as to why the children took the rabbits back to the nest and whether the mother came back to them.

"One day I was in the bottom and run up on ten rabbits. I put them in my pockets and took them to the house for the cat. On the way I found some more rabbits. I left them in holes so they couldn't crawl out."

"I wouldn't a' give them to the cat. I put some in my pocket and *they* got out."

"When I got down there to get the others a red fox was down there eating them. He had their heads eaten off."

"I'd a' caught him by the tail."

"One day we had two mules to a two-section harrow in new ground. I found four little rabbits. They tried their best to run off and leave me but I caught them. I took 'em to the house to give to little dog Penny. He ate all four of them at a time."

Protests were voiced against feeding rabbits to cats and dogs but one prospective farmer had an answer for us.

"Rabbits harm us. We had a acre of peas about knee high. When we went back the next week, the peas were all cut down and rabbit tracks was all around."

"Joe builds fences around rabbit gums so cows can't throw them over."

"Birds throw them."

"Birds can't throw them."

"Yes they can, they sit on them."

"Did you ever see a man put salt on a bird's tail and catch him?"

"If you got that close you could catch him without salt."

"I had a pet rabbit, I got cabbage for it, built a pen, put the rabbit in it. Next morning the rabbit was dead."

"He must a' got choked."

"One time me and Dad went hunting. We saw a big nest in a tree. I climbed the tree. A big hawk was in the nest, and some little hawks. Dad shot the big hawk. I took the little ones home and they wouldn't eat chickens."

"Big hawks train little ones to eat chickens. If they didn't train them they wouldn't eat them."

"Why do hawks eat chickens?"

"They won't eat nothing nasty."

"They won't eat nothing dead." "Allen said his pet hawks ate cornbread and anything he gave them."

"Did you know if you cut a chicken's bill off he won't fight any more?"

"That's cruel!"

"But you have to! If a chicken starts fighting he'll keep on fighting until you make him stop."

"They'll stop fighting."

"You can shoot a chicken with a sling shot and it will stop fighting... then the other one got to fighting. I shot him and he quit."

"I knocked a rooster a somerset other day with a sling shot."

"Why?"

"Because he was fighting."

"I get sorry for a little chicken when a big one pecks it, I take it out."

This is from the same child who cuts off chicken's bills and shoots them with sling shots to keep them from fighting.

"My uncle was working in the mountains digging for a pipe line to go to the house. He saw a rattlesnake and killed it. It had fifteen rattles and a button. For every year old he is he has a rattle. He brought the rattles home and showed it to us. Mother took a string and tied to each end of the rattle and make it sing just like the rattlesnake....My uncle said it was warm in the ground. He was two feet down."

"One time when I was little I fed a rattlesnake biscuits. When anybody else came he would run."

"Like the calf we had, he wouldn't let nobody feed him but me!"

"That was a big he-rattlesnake as big around as my leg. That thing....I'd tell them I wanted some biscuits. One day Daddy came out with the shot gun and killed it, blowed its head off. I cried. When Mother came out he'd rattle his rattles. I fed him two or three months before they knew it."

The recess bell rang and brought to an end a delightful period. The children had had a happy time recalling and sharing experiences. The teacher had become better acquainted with the children and one phase of their out-of-school life. Their reports revealed a combination of kindness and cruelty which seemed paradoxical. But upon closer examination the children seemed to be confronted with a series of problems where choices must be made as to what constituted a kind act. In the final analysis there appears to be a calm acceptance of the natural laws of survival. First-hand experiences with small creatures build up knowledge and understanding of life that is invaluable. If we are to work effectively with children we should know something of children's experiences with nature and of their reactions to their environment.

## THE TEACHER WHO WENT BACK TO THE COUNTRY

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MILDRED VODOPYA  
Nashville Public Schools

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I can still see the little schoolhouse standing in the corner of the field with a high rail fence around it. No, it wasn't red! The tin roof had been painted red, but time, the sun, and the rain had mellowed the schoolhouse to a drab looking gray. It had never been painted at all. The windows had been painted over once upon a time to keep the children from looking out, but most of the paint had either worn off, or had been scratched off leaving them in a rather mottled condition. Large oak trees grew around the school under which the children played games, and sat down at recess time to eat their box lunches. But all this was a long time ago.

When I was twelve years of age my father was given the pastorate of a country church which necessitated our moving several miles into the country. This move made it necessary for me to attend a country school. After I had become acquainted with some of the children in the neighborhood, I was told of the one-room school building which housed all grades from the first through the eighth. I also received ample information about the "mean old teacher" who had charge of this school. She had taught some of the grownups in the community when she first started teaching, but since that time she had gone off somewhere and gotten an M.A. degree, and had taught in some of those highfalutin city schools for more than twenty years. She was much worse now, for she was getting kind of old, and she had that degree, whatever that was. I had no idea what a degree was, but I felt that it must be something dreadful if it did to people what those children said it had done to this teacher. Nobody knew just how you got a degree, but I was sure one had to go through all kind of torture. (I'm learning after all these years, and my respect for the school teacher mounts with every quarter's work).

I shall never forget this first day of school six weeks after our arrival in our new home. I started out with my younger sister, and my two little brothers, and since I had heard so much about both the school and the teacher, I was filled with resentment against them. We had to walk about three quarters of a mile to school, and for almost half the distance we could see all the children crowded together in

front of the schoolhouse door watching us come up the road. We were the new preacher's children, and everybody had to see what we looked like. One would have thought we were some kind of freaks escaped from the circus! My apprehension grew with every step!

When we arrived at the school we failed to see any of the children of our neighborhood with whom we had become acquainted, and all the other strange children whom we had not met were staring at us as only country children can stare. We climbed over the fence, and ran the gamut of the children into the schoolhouse. Here we were greeted by "Miss Lula," the teacher, about whom we had heard all those strange tales.

"Miss Lula" was a spinster of about fifty years, very thin and pale, with deep set kindly gray eyes and brown hair. Her hair was parted in the center and drawn back over her ears just as tight as she could draw it. She had that "scrubbed clean" appearance; her face could have been used for a mirror, so shiny was it from the absence of make-up. Now it happened that Miss Lula's people were of the well-to-do farmer class, and had given the community the property on which this schoolhouse was built. She had a master's degree from one of the best known teachers colleges in the South, and she had taught in the city schools for more than twenty years. After her father's death she had come home to stay with her mother, and taught at the country school in order to have some occupation.

After school was called to order, by the ringing of a bell, and the names, ages, grades, and other information necessary to the running of a school had been extracted from each child, it developed that there was no one in the eighth grade, and I was the only one in the seventh. This condition left some extra time for the teacher, and I think she used most of it working with me. She would finish with the lower grades and dismiss them early, then we would spend an hour or two working arithmetic, studying history, geography, English, spelling, or whatever she felt I needed most. She soon discovered that I enjoyed reading, and she saw to it that the right sort of reading material came my way. Here in this country school I was introduced to Lamb's "Tales of Shakespeare," I memorized Lincoln's "Gettysburg Address," and Bryant's "Thanatopsis." I read many other books from her library that were suitable for a twelve-year-old child.

The next year my family moved back to the city. It was usually the policy of the city schools to put children from the country back one grade. I started back to school in the city as rebellious as I had been the previous year because I thought I would have to go back and take the seventh-grade work over again. I was given a thorough examination in all subjects, and thanks to "Miss Lula's" painstaking instruc-

tions, I passed them and was put back only a half grade. When examination time came and I made the highest grade in the class my seventh-grade teacher was so utterly surprised that she had to tell the principal about it. She said that she had no idea that a child from a country school could keep up in the city schools, and that the teacher who had taught me certainly knew what she was about.

The last account I had of this community, the little gray schoolhouse with the red tin roof was still there in the corner of the field, not "a ragged beggar sunning," but a useful corncrib. The oak trees still grew around it, and the high rail fence still enclosed it. "Miss Lula" had long since retired from teaching, but was still living with her mother in the farmhouse nearby. She had taught school for forty years, and thousands of children had passed through her schoolroom, but I have often wondered if she realized just how much she meant to one child who came under her influence.

Yes, the little country schoolhouses all over the land still sit by the road; many of them are "ragged beggars sunning," some are useful corncribs or granaries, others are guarded by teachers who are not qualified, but who simply come and hold classes in order to keep the school from closing its doors, and still others are dominated by teachers who have never been capable, but who have managed to hang on for years simply because they have relatives with enough influence to keep them there. A few, and it is a very few, have good teachers. Is this not a challenge to the prospective school teacher, or to the teacher who feels she would like to retire and go home to sit down and do nothing? To school teachers who feel that they would some day like to go back to the country school, I say by all means do so. Does not the farmer pay taxes just as the city dweller, and is not the country child entitled to just as good instruction as the city child?

## TEACHING CORRECT USAGE EFFECTIVELY

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MILDRED A. DAWSON  
Education Specialist

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Any teacher counts it a banner day when her students are spontaneously responsive and deeply interested in the subject under consideration. Such was the case this past summer when one of the writer's students, a teacher of English in junior high school, gave her reaction to Robert Pooley's new book *Teaching English Usage*. This book had been lent to her the previous evening. She was so excited over the materials in it that she lost several hours of sleep and returned to class still enthusiastic.

Her remarks were of this order: "Just listen to this, folks! We don't have to worry any more about trying to teach boys and girls to say 'It is I,' or 'Whom did you go with?' This book says so." Again she would remark "I found it is acceptable to say 'They were *very pleased* with their new house.' I have always said sentences like some of these and had no idea that anyone had ever objected to such an expression. Folks, you should read this book. It really tells you which correct usages are important enough to include in your lessons and shows that we worry entirely too much about expressions that are acceptable."

The writer's interest in developing an article on correct usage has been further increased by the fact that she is constantly bombarded with newspaper clippings about grammar. It seems that one columnist after another gets exercised about the poor English he hears on all sides and believes that the school's current neglect of grammar is largely responsible. This article is an attempt to clarify the meaning and status of correct usage.

According to *An Experience Curriculum in English*

Good English is that form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to speaker and listener. It is the product of custom, neither cramped by rule nor freed from all restraint; it is never fixed, but changes with the organic life of the language. (p. 242)

There are, in fact, various levels of speech, some of which are never desirable and others that are appropriate on certain occasions but not on others. These levels are (1) the *illiterate* level; (2) the *homely*

level; (3) *standard English, informal level*; (4) *standard English, formal level*; and (5) the *literary level*. Illiterate English, of course, should be avoided. Examples of such English are "you *was*; I *done*; she *has went*." The homely level is highly colloquial, but not altogether illiterate. This type, too, is rather undesirable and should be raised at least to the informal level of standard English. Much of local and sectional dialect belongs in this category. Examples are "He *don't* like me;" "I *want for* you to come;" or "This is *all the farther* I can go."

English at the informal level is the language which is commonly used by cultured, well-educated people in their more informal communication. It is easy, conversational English that contains many expressions which teachers have vainly tried to eradicate—expressions which are quite acceptable, except in formal situations. For instance, it is not considered an heinous error to say, "Where can you get *these kind of* gloves?" or "This watermelon is *good and cold*;" or "Have you *got through with* your work?" While such expressions would not be used in making a formal address, they are not considered too bad in informal situations.

The formal level of standard English is that used when writing or speaking for public consumption. Newspaper articles, editorials, and textbooks are written in this style. Such English is rather bookish in flavor, and would be stiff if used in all conversation and discussion. Examples of this type are "I *shall* be glad to see you;" or "Here are the people *whom* you expected earlier." Literary English is that which is not only correct, but beautiful. Lincoln's "Gettysburg Address" is an excellent example of this type. The common school should not endeavor to force children into achieving this literary style.

Teachers and writers of textbooks would do well to study carefully Pooley's *Teaching English Usage*, as well as other standard references which he lists in his bibliography. For instance, on the basis of history of language and current practice in word usage, Pooley has listed separately the items which should be taught in the elementary school and those which do not need to receive formal class instruction. There follows a list of errors for attack in the elementary school:

#### PERFECT TENSES OF VERBS

have *went*

have *did*

have *wrote*

have *saw*

have *ate*

#### PASSIVE VOICE

was *broke*

was *froze*

## PAST TENSES OF VERBS

he <i>brung</i>	she <i>run</i>	I <i>give</i>
she <i>knowed</i>	you <i>seen</i>	I <i>begun</i>
we <i>come</i>	she <i>drunk</i>	she <i>growed</i>
I <i>says</i>		I <i>clim (clumb)</i>

## NUMBER FORMS OF VERBS

hair <i>are</i>	there <i>is, was</i> several . .
he, she, it <i>don't</i>	we, they, you <i>was</i>

## MISCELLANEOUS VERBS

<i>ain't, or hain't</i>	<i>learn</i> me a song
<i>didn't, hadn't</i> ought	<i>leave</i> me go

## PRONOUN, NOMINATIVE CASE

<i>her, him, me</i> went	
<i>us</i> boys went	<i>me</i> and Mary went

## POSSESSIVE FORMS OF PRONOUNS

<i>hissself, theirselves</i>
<i>yourn, hern, ourn, theirn</i>

## MISCELLANEOUS PRONOUNS

with <i>we</i> boys	<i>them</i> birds
my brother, <i>he</i>	

## ADJECTIVES

<i>a</i> orange	haven't <i>no, nothing</i>
<i>this</i> here	<i>that</i> there

Among the forms which Pooley recommends be given no class instruction at the elementary-school level are the following:

<i>Can</i> I go?	Do the work <i>good</i> .
He <i>lays</i> down.	I haven't <i>got</i> a pencil.
I <i>will</i> be late.	She gave it to Jack and I.
It is <i>me, him, her, them</i> .	

This listing of items to be omitted from class instruction may be shocking to many teachers. If so, it would be well for them to read through Pooley's account and understand the reasoning which underlies his recommendations. For instance, correct usage is notoriously difficult to teach effectively. Pupils enter school with certain errors prevalent in their speech and are likely to leave high school with the errors still uneradicated.

There are several reasons for the persistence of errors. In the first place, these errors are engrained in the pupils' speech before they enter school and may constantly be used at home. Therefore, the pupil actually practices incorrect use more than he does the correct form.

In the second place, most teachers endeavor to cover too many items in a single year. It is preferable that only one or two usages be considered at a time and that possibly not more than ten or a dozen be treated during the whole year. Those selected for attention should be the ones most prevalent in any particular group's language and should be those that are at the illiterate or homely level. A third reason for ineffectiveness is that much of the practice takes the form of written exercises presented on work sheets. This practice, therefore, is in written form; actually the error occurs more often in the pupil's speech and should be given oral practice. Related to this is the fact that such exercises do not occur in lifelike situations and there is, therefore, little carry-over into the pupil's everyday speech.

To get good results in teaching correct usage, the teacher should (1) select a few critical items for attention each year and treat each one thoroughly before proceeding to the next. (2) Much of the practice should be oral and should carry over into the connected discourse of the pupils as they converse, discuss, tell stories, give reports, and explain in connection with various lessons throughout the day. (3) The pupils should be encouraged to continue the correct usage in their out-of-school communication, partially through the previously named practice of having them use the words in connected discourse at all hours of the day and enlisting the pupil's co-operation in an endeavor to continue correct usage in out-of-school hours.

The modern viewpoint in respect to teaching correct usage is that the approach to teaching it should be positive. It is not "*Do not*" that is emphasized, but rather "*It is better to do it this way . . .*" The correct use of words is so constantly put before the pupils' attention that such use begins to sound right and the former incorrect use tends to jar the ear. Therefore, through the use of visual aids and the frequent utilization of situations that call for the correct use in talking and writing, teachers emphasize the usages that are desirable.

Probably too much dependence has been made upon workbooks in English. One of the difficulties here is that practically all the exercises are written, and speech is little affected by the practice provided in them. Besides, many pupils tend to select the wrong word when they fill in space or underline and are, therefore, reinforcing the incorrect usage. It is much better that the pupils get an understanding of what the correct form of the word is and then be encouraged to use it when introducing a speaker, telling a story in assembly, explaining a process to his classmates, and the like. That is, pupils will adopt a correct form when it is necessary to them in their purposeful communication.

In the elementary school, grammar has little place in helping chil-

dren to speak and write correctly. Just as language was learned in early childhood through imitation of their associates, just so do elementary-school children learn to speak correctly through imitating the correct speech and writing of the teacher and fellow classmates.

Teachers may, therefore, through a careful selection of a few critical items and a thorough, lifelike treatment of these items achieve better results in teaching correct usage of words. Experimentation is uncovering a few effective teaching procedures, such as having the pupil select the correct form from a listing of both the correct and incorrect, and having them practice the correct form in connected discourse after he has a clear understanding of which form is correct. It is highly important that teachers acquaint themselves with the various levels of speech in order that they may concentrate on the illiterate and homely forms of expression.

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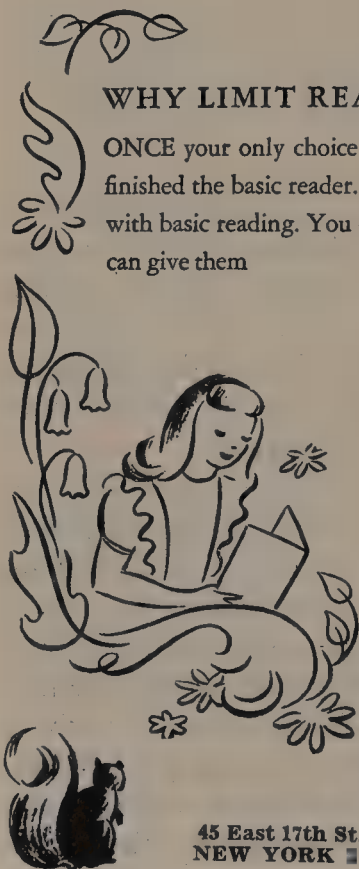
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# PEABODY BIMONTHLY BOOKNOTES

*Selected Professional and Cultural Books for a Teacher's Library*  
November, 1947

Booknotes Committee: Ruby Cundiff, Susan B. Riley, Norman Frost, Chairman.  
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Annotators for this issue: Jack Allen, Mabel Altstetter, A. E. Anderson, O. C. Ault, R. P. Basler, Ralph F. Berdie, William J. Berry, Viola Boekelheide, H. C. Brearley, John E. Brewton, Beatrice M. Clutch, Kenneth S. Cooper, A. L. Crabb, Leonidas W. Crawford, Ruby E. Cundiff, E. A. Davis, G. S. Dutch, Norman Frost, Harrell E. Garrison, Ruth Gillespie, Susan W. Gray, Elizabeth S. Greer, Henry Harap, Lucille Heath, Ruth Hoffman, B. S. Holden, Wenonah Fay Holl, A. M. Holladay, Margaret Johnson, Kenneth P. Kidd, J. H. Lancaster, L. J. Larson, J. N. Mallory, Norman Praks, Evelyn Perkins, Katherine Reed, Susan B. Riley, Joseph Roemer, Anna Loe Russell, Richard M. Seaman, Milton L. Shane, Mildred Shapard, Jesse M. Shaver, Grace Sobotka, Edwin E. Stein, S. B. Sudduth, Richard Thomasson, William H. Vaughan, Theodore Woodward.

## Arts

CHASE, EDWARD L. *Intelligent Drawing*. Coward-McCann, Inc., c1946. 88p. \$3.50.

An excellent book for the person who desires aid in learning to draw well. The section in which the author discusses the art quality of drawings of masters, past and present, is especially valuable for gaining a knowledge of how to evaluate good drawing.

DRAGUNAS, ANDREW. *Creating Jewelry*. Harper and Brothers, c1947. 146p. \$3.00.

An attractive and well-planned book for jewelry making of silver and gold. Valuable to the beginner. Illustrations and photographs are an inspiration.

*Everybody's Handicraft Handbook*. Progress Press, 1946. 155p. \$2.00.

A book of many crafts. Techniques and processes are given with a few pages for the following crafts—leathercraft, woodcarving, woodworking, metal work, plastics, clay modeling, puppets, braiding and knotting, celluloid etching, block printing, and silk screen printing. Also drawing, oil painting, water color, photography and tempera are given space. A good book for acquainting the novice with the various media in a condensed space.

FINNEY, THEODORE M. *A History of Music*. Harcourt, Brace and Co., 1947. 720p. \$3.50.

This revised edition of Theodore Finney's *History of Music* is one of the best on the subject. Corrections and additions of real importance have been made in this new edition. His discussions of music prior to the eighteenth century are especially valuable for their accuracy and clarity of expression. The many musical examples, illustrations, and references add to the value of the book.

HARDY, KAY. *How to Make Your House a Home*. Funk and Wagnalls Co., c1947. 185p. \$4.00.

Written in a vividly-readable style with more than 300 graphic illustrations. Excellent suggestions are given for planning rooms, buying and arranging furniture. The section on buying lamps, china, and glassware is particularly good. The book carries many charts, guides and checklists. One of the most practical books in the field of house furnishing.

HOWE, WINIFRED E. *A History of the Metropolitan Museum of Art*, Vol. II. Columbia University Press, 1946. 269p. \$3.00.

A readable account of the problems and principles involved in the period of expansion (1905-1941) of America's greatest museum of art.

HUGHES, F. CLARKE. *Amateur Handicraft*. Bruce Publishing Co., c1947. 127p. \$2.50.

A book of suggested projects for the person of little experience and imagination who likes to be told what to do. Directions are given for the making of a feather dart, aerial top, birdhouses and such articles. Boy Scouts and summer camp groups may find the book helpful.

IVINS, WILLIAM M., JR. *Art and Geometry*. Harvard University Press, 1946. 135p. \$3.00.

A discussion of the antithesis between Greek and Western conceptions of space; tactile-muscular intuitions of the Greeks versus space perceptions based on the visual in nature.

LINGG, ANN M. *Mozart, Genius of Harmony*. Henry Holt and Co., c1946. 331p. \$3.00.

This well-written, simply-illustrated bio-

graphy of the master musician by a Vienna-born musiologist who has made Mozart her special study has warm appeal for the young reader. Unusually complete appendices include a glossary, biographical notes, an extensive list of works and recordings and an historical outline.

LOOMIS, RALPH A. *Diploma Engrossing*. Manual Arts Press, c1947. 64p.

Complete vocational instruction in the specialized craft of engrossing.

MILLER, HUGH MILTON. *An Outline-History of Music*. Barnes and Noble, Inc. c1947. 254p. \$1.00. (College Outline Series).

An authoritative and practical outline of the development of music. This book will be of interest to students desiring to review significant developments. Particularly useful are the references to scores and phonograph records for the music of representative periods.

MOORE, BERNICE S. *Art in Our Community*. Caxton Printers, 1947. 186p. \$3.50.

A study of art in Seattle, Washington, that should inspire other similar studies of what any community has to offer its citizens in art appreciation.

NEWKIRK, LOUIS V., and ZUTTER, LAVADA. *Your Craft Book*. International Textbook Co., c1946. 212p. \$4.00.

A book of attractive illustrations suggesting many things to make. Toys and games, holiday decorations, masks and puppets, music makers and gift suggestions are among the well designed articles given. This book should be a great help in answering the question, "What shall I do?" of many boys and girls of intermediate grade age.

OGG, OSCAR. *An Alphabet Source Book*. Dover Publications, c1947. 199p. \$3.95.

A "must" book for the art student or commercial artist who would not only letter well but would also become creative in developing beautiful lettering.

SEASHORE, CARL E. *In Search of Beauty in Music*. Ronald Press, c1947. 389p. \$4.50.

This work will be welcomed by all persons interested in the scientific approach to the understanding of beauty in music. Among many other subjects, Dr. Seashore discusses the science of musical aesthetics, the development of musical skills, color in music, the inheritance of musical talent, the measurement of musical achievement, and tone quality. Of particular interest to many persons will be the descriptions of methods and materials of the musical scientist. The general plan of the book, the clarity of writing, as well as the many illustrations and diagrams should make this book useful to the average reader.

SEPESHY, ZOLTAN. *Tempera Painting*. American Studio Books, c1946. 79p. \$2.50.

A small book of detailed instruction in the technique of tempera painting. Well illustrated with examples of the author's work and other contemporary American artists.

SHANKLIN, MARGARET E. *Use of Native Craft Materials*. Manual Arts Press, c1947. 135p.

A book many people have been wanting. Information for the preparation, techniques, and suggested articles of straw, corn, grass, rush, clay, nuts and seeds. A good book for home demonstration agents, clubs, camps and high schools.

STEIN, FRED. *Picturesque New York: Calendar for 1948*. Lumen Publishers, c1947.

Fifty-two pages of photographs by Fred Stein. The charm of New York is well introduced. Geography classes will like this.

TABER, GLADYS, and KISTNER, RUTH. *Flower Arranging for the American Home*. Macrae-Smith Co., c1947. 221p. \$2.75.

Presents the basic principles of the art of flower arrangement. Some of the interesting topics are: Texture, Color and Design, Containers, Table Arrangements, Fruit and Vegetable Arrangements, Miniatures, Planning the Garden, Decorating the Church, and Flowers for Weddings. The table of conditioning solutions to be used with various flowers to prolong their life is a good feature.

WILLIAMS, J. R. *Kids Out Our Way*. Charles Scribner's Sons, 1946. unpag. \$1.50.

To the person who likes the "gang-age" boy, these cartoons of such boys should prove to be a delight.

WILWERDING, WALTER J. *Animal Drawing and Painting*. Watson-Gup-till Publications, 1946. 147p. \$6.00.

One of the best of the many recently published books on the drawing and painting of animals and birds. The student is guided in creative ability rather than copying in his drawing and painting of animals.

WHERRETT, J. RAMSEY. *Composition*. The Studio, 1946. 63p. \$1.00. (How to Draw Series).

This briefly-presented and well-illustrated book on composition in drawing should be of value to a student beginning his work in the arts.

YOSELOFF, MARTIN. *City on the Potomac; Washington in Pen and Ink*, by Harry L. DeVore, Jr. Beechhurst Press, c1946. 113p. \$4.00.

A collection of pen and ink drawings of many places of interest in Washington, D. C.

It should be of aid to the person who would like to draw well with pen and ink.

## Children's Literature

ADAMS, GEORGE A. *What Goes With What?* Lothrop, Lee and Shepard, c1946. unpaginated.

A first and second grade level book designed to the relationships of objects by association. Full color, full page photographs, some of them not too clear, opposing shadows show this to be a hurried job but a good idea.

AKERS, DWIGHT. *Young Turkey*; illustrated by Christine Chaplin. G. P. Putnam's Sons, c1947. 208p. \$2.50.

Wonder tale of Indian life, superstitions, and spirits before the coming of the white man. Young Turkey's experiences lead into ancient secrets and beliefs. Authentic basis. Special appeal for boys. Grades 7-9.

ANDERSON, KEN. *Winky Meets the Gypsies*. Zondervan Publishing House, c1947. 56p.

A book for children stressing racial understanding and religious ideals. Winky and his friends believe all they've been told about gypsies, only to find that many things untrue after Winky has been "kidnapped" by them through his own mistaken idea.

ANDERSON, SYBIL. *Surprise Fun*; illustrated by Ora Walker. Beckley-Cardy Co., c1946. 48p. 85c.

A pre-primer, appealing illustrations, simple words, good arrangement, apt title.

ARTLEY, A. S., and GRAY, LILLIAN. *We Three*. Scott, Foresman and Co., c1947. 93p. 96c (Curriculum Foundation Series).

Fifteen interesting stories designed for supplementary reading on the first and second grade level. Illustrations accompanying each story are in harmony with the text. Useful for oral or silent reading at home or in school.

AVERY, KAY. *Wee Willow Whistle*; illustrated by Winifred Bromhall. Alfred A. Knopf, Inc., c1947. unpaginated. \$1.50.

"Once there was a little girl named Ellen who lived in the real country where there were no pavements or high buildings. . . . Ellen was four and a half. She had two red pigtailed and freckles. These weren't important but she had a grandfather and he was very important." For first and second grades.

BAKER, CHARLOTTE. *Nellie and the Mayor's Hat*. Coward-McCann, Inc., c1947. 96p. \$2.50.

A story about a dog, puppies and boys and girls, all mixed up in pleasing adventures.

A Junior Literary Guild selection. For third grade.

BALINSKA, IRENA. *The Secret Camp*. William Morrow and Co., 1947. 245p. \$2.50.

A story for boys about boys who explore a nearby forest and find a secret cave. Drama and suspense enter before the end.

BANNERMAN, HELEN. *Little Black Sambo*; illustrated by Fern Bisel Peat. Prang Company, 1946. unpaginated. 50c.

New illustrations, careful type selection and typography make this new edition valuable.

BANNON, LAURA. *Patty Paints a Picture*. Albert Whitman and Co., 1946. unpaginated. \$2.00.

Suggestions for a young artist, and a charming story about the kitten who went to art school. Richly colored pictures. Grades 3-5.

BEALS, FRANK L. *The Story of Lemuel Gulliver in Lilliput Land*. Benjamin H. Sanborn and Co., c1946. 102p. (Famous Story Series).

Keeps the style and spirit of the original. Rewritten in the third person in terms familiar to the child of today. Grades 3-6.

BEATTY, HETTY BURLINGAME. *Topsy*. Houghton Mifflin Co., 1947. unpaginated. \$1.00.

Colorfully illustrated, simple story about a little dog for the nursery and first grader.

BEELER, NELSON F., and BRANLEY, FRANKLYN M. *Experiments in Science*; illustrated by Ruth Beck. Thomas Y. Crowell Co., c1947. 116p. \$2.00.

By utilizing household materials and the directions, drawings, and diagrams, any junior high pupil can perform 45 experiments, and learn the "why" in short simple sentences. Clever cartoon drawings.

BIDDLE-DELL, AGNES M. *Over the Fence*. Wartburg Press, c1946. 160p. 75c.

Sentimental, and not healthy in its attitude toward cripples. The hero is one who is miraculously cured.

BOWEN, BETTY MORGAN. *Milo's New World*. Longmans, Green and Co., 1947. 180p. \$2.25.

A timely story of European refugee children in a bewildering land of plenty, their hopes, anxieties, and memories are keenly portrayed. Grade level 4-6. A lesson on world understanding.

BOWER, BARBARA. *Worzel Gummidge*. G. P. Putnam's Sons, c1947. 200p. \$2.50.

A scarecrow, the first in captivity, walks, talks and becomes the friend of Susan and

John. An imaginative story for ten and twelve year olds.

BROWN, MARGARET WISE. *The Bad Little Duckhunter*. William R. Scott, Inc., c1947. unpaginated. \$1.50.

A story with a moral in nature for grades 2-5. The limp binding is a drawback. Clement Hurd's pictures of sky, water, reeds and wild life are convincing.

BROWN, MARGARET WISE. *The Golden Egg Book*; illustrated by Leonard Weisgard. Simon and Schuster, Inc., c1947. unpaginated. \$1.00.

A fascinating story about a little bunny who made friends with an egg. Weisgard's illustrations are refreshing, and his flower border drawings amazingly well done and accurate. For the beginning reader.

BROWN, PAUL. *Circus School*. Charles Scribner's Sons, c1946. unpaginated. \$2.00.

Designed to teach the alphabet using the animals of the world, it seems to be doing it backward. An endlessly array of confusing pictures, unless you were already familiar with them.

BRYANT, DEAN. *See the Bear*. Rand McNally Co., c1947. unpaginated. 75c.

A cloth book, series of simple pictures, more for teaching, identification and words. Only for home use with nursery readers.

BUCK, MARGARET WARING. *Country Boy*. Abingdon-Cokesbury Press, c1947. 63p. \$1.50.

City boy in the country would be a better title. Interesting story of farm ways. Grades 2-3.

BURTON, EARL, and BURTON, LINNETTE. *Taffy and Joe*; drawings by Helen Stone. Whittlesey House, 1947. unpaginated. \$2.00.

A dog and a monkey, a boy and a girl, four friends, a play circus, and a real one. Good for grades 2-3.

CALVERT, JOHN. *Gwendolyn the Goose*. Random House, c1946. 48p.

Gwendolyn wanted to be a gander. until she met George. A clever story for the first and second grade reader, or satire for adults.

CAVANNA, BETTY. *Spurs for Suzanna*. Westminster Press, c1947. 222p. \$2.00.

An exciting story about young people and horses, with a stimulating conclusion. Wholesome reading for teen-age girls.

CHALMERS, AUDREY. *A Kitten's Tale*. Viking Press, 1946. unpaginated. \$1.50.

A tiny kitten looks for and finds a new home. The author's own black and white drawings are realistic. For grades 1 and 2.

CHESWRIGHT, PATRICIA. *The Farm-*

*yard Book*. Lothrop, Lee and Shepard, c1946. unpaginated.

The story of farm life told for second and third grade readers. The illustrations are full-page color photographs.

CHOATE, FLORENCE, and CURTIS, ELIZABETH. *Lysbet*. J. B. Lippincott Co., c1947. 220p. \$2.50.

A romance and adventure story of Old New York. For teen age girls.

COFFMAN, RAMON P. *Famous Kings and Queens for Young People*. A. S. Barnes and Co., c1947. 128p. \$2.50.

A noteworthy and timely addition to A. S. Barnes' *Famous Series for Young People*. Through careful word pictures and illustrations taken from real life portraits of the characters, the child meets history from Tutankhamen to Queen Victoria. For upper-grade children.

CREEKMORE, RAYMOND. *Lokoshi Learns to Hunt Seals*. Macmillan Co., 1946. unpaginated. \$1.75.

With the author's own lithographs, this story of an Eskimo youth's first seal hunt gives one a picture of life for a part of America's Alaskan population. Attractive for grades 1-3.

CRESPI, PACHITA. *Gift of the Earth*. Charles Scribner's Sons, 1946. unpaginated. \$1.25.

Delightful story about a Christmas doll that comes into the lives of two poverty stricken Costa Rican girls. Of interest to third or fourth grade girls, though there are many big words.

DANA, DORATHEA. *Sugar Bush*. Thomas Nelson and Sons, c1947. 174p. \$2.50.

Winter time episodes in rural Vermont. An exciting story of cooperation and tolerant understanding. For high school.

DANNECKER, HAZEL. *Fisherman Simms*; pictures by Margaret Bradfield. Abingdon-Cokesbury Press, c1947. unpaginated. \$1.50.

A jolly story of a fisherman who made friends with the neighbors and the wood creatures. The pictures, too, give added life to this book for the first and second grader.

DAVIS, ROBERT. *Partners of Powder Hole*. Holiday House, c1947. 167p. \$2.00.

An adventure story with the authentic flavor of Cape Cod and lobster fishing. Grades 6 and up.

DEEN, JANET. *Mother Goose*; illustrated by Janet D. Schintz. David McKay Co. unpaginated. \$1.50.

This collection of favorites with its quaint colored and black and white illustrations is delightful. Weakened by poor bind-

ing, some small print and crowded pages. Ages 3-7.

DEHUFF, ELIZABETH WILLIS. *Little-Boy-Dance*; pictures by Gisella Loeffler. Wilcox and Follett Publishing Co., c1946. 42p. \$1.00.

New Mexico Indian life simply portrayed through the adventures of a Little-Boy-Dance. By an authority on the Pueblos and New Mexican folklore. For second and third grades.

DE JONG, DOLA. *The Picture Story of Holland*. Reynal and Hitchcock, c1946. unpag. \$2.00.

The real story of this story-book country told, for the upper elementary grades. Colorful drawings by Gerard Hordyk, clever word descriptions make a good book.

DICKENS, CHARLES. *Oliver Twist*. College Entrance Book Co., c1947. 335p. \$1.53.

Adapted by Mabel Dodge Holmes for junior high school use.

DICKENS, CHARLES. *A Tale of Two Cities*. College Entrance Book Co., c1947. 305p. \$1.53.

Another shortened and adapted version. Substantial format, mediocre illustrations.

DISNEY, WALT. *Dumbo*. Simon and Schuster, Inc., c1937-1947. unpag. 25c.

The baby elephant that learned to fly. The story is told and illustrated in true Walt Disney style.

DISNEY, WALT. *Uncle Remus Stories*. Simon and Schuster, Inc., c1947. 92p. \$1.50.

Modern version of the Joel Chandler Harris stories and animals recreated by Disney for *Song of the South*. Well illustrated in black and white and in very bright colors.

DOR, ANA. *Ya-Ya*; illustrated by Alice Carsey. Abingdon-Cokesbury Press, c1947. 63p. \$1.50.

A child at the fairy-tale age will listen to this story of a little brownie, and the havoc he can create in a night.

DORCY, SISTER MARY JEAN. *A Crown for Joanna*. Sheed and Ward, 1946. 95p. \$1.50.

A Portuguese princess who resisted all pleadings to become a saint. Charming, yet a little sentimental. Junior high school girls.

DU BOIS, WILLIAM PENE. *The Twenty-One Balloons*. Viking Press, 1947. 180p. \$2.50.

Fantasy and truth combined into a delightful imaginative story of Prof. Sherman's travels in a balloon and of life on Krakatoa. Convincingly written in a pleas-

ing style. Illustrations by the author are appropriate.

EDWARDS, CECILE PEPIN. *Luck For the Jolly Gale*; illustrated by Harve Stein. Abingdon-Cokesbury Press, c1947. 189p. \$2.00.

Adventure story showing life on board a whaling ship. Accurate and well written. Especially good for boys from 8 to 12.

EMERY, R. G. *Adventure North*. Macrae-Smith Co., c1947. 246p. \$2.00.

The wilds of inland Alaska give current day adventure, combining mining, engineering and pioneering. A teen-age boys' book.

EVANS, EDNA HOFFMAN. *Sunstar and Pepper*. University of North Carolina Press, 1947. 294p. \$2.50.

Potter Pepperill, with his black horse, Sunstar, served as personal courier with Jeb Stuart in the Civil War. Readable historical fiction for high school.

FALKENBERG, PAUL. *Palestine*; illustrated by Raffaello Busoni. Holiday House, c1946. unpag. \$1.00.

This paean to Palestine is a biased chronological history of that country. It is far too difficult for the pre-high school child, although illustrated for him, and in the realm of Zionist propaganda when read by the mature adolescent or the adult.

FLACK, MARJORIE. *The Boats on the River*; illustrated by Jay Hyde Barnum. Viking Press, 1946. 31p. \$2.50.

For the beginning reader, first and second grades, is this detailed description of boats of many types.

*Folk and Fairy Tales: First Fairy Tales, Grade 1: Giants and Fairies, Grade 2; Magic Tales, Grade 3*. Charles E. Merrill Co., c1946. 96c ea.

Collection of folk and fairy stories for elementary school children. Large clear print, but unappealing illustrations and textbook format. The stories are not especially well known.

FRANTZ, MABEL GOODE. *Great-Heart*. Dorrance and Co., c1946. 143p. \$2.00.

Fictional, psychological biography of Robert E. Lee as the American; vitally arresting in spirit but at times abstruse, as in pronoun reference, and ludicrously florid. Grades 7-10.

FRASER, PHYLLIS. *The Story of Dimples and Cock Sure*. Random House, c1946. 30p. \$1.00.

A book without illustrations. A story designed to inspire the imagination of an eight-year-old, and plenty of blank spaces to express that imagination. Good for home use only.

FRIEDMAN, FRIEDA. *Dot For Short*.

William Morrow and Co., 1947. 207p. \$2.00.

This warm and exciting story of city children won honorable mention in the *New York Herald Tribune Book Awards of 1947*. Simple black and white illustrations and good print make it usable down to the fourth grade.

FRISKEY, MARGARET. *Adventure Begins at Home*. Childrens Press, c1946. unsp. \$2.00.

A children's book with children's art. A simple adventure story of a boy and a horse, with illustrations by Chicago children, age 5-17. Book designed for 1-10 year olds, but the pictures might serve as illustrations for older young people.

FULLER, EDMUND. *A Star Pointed North*. Harper and Brothers, c1946. 361p. \$2.75.

An exciting biographical novel of the life of Frederick Douglass, an escaped Maryland slave, educated in England, a leader in the abolition movement. Good for any high school.

GARIS, HOWARD R. *Uncle Wiggley's Happy Days*. Platt and Munk Co., c1947. 211p. \$1.50.

A new book in the series, about the unnatural rabbit and his remarkable adventures. Third grade level, not recommended.

GILMARTIN, JOHN G., and SKEHAN, ANNA M. *Great Names in American History*. Laidlaw Brothers, c1946. 384p. (Our Developing Civilization Series).

Biographical sketches in the American scene. Useful with later elementary history and social science courses.

GLOVER, JULIA L. *True to Her King*. Wartburg Press, c1946. 95p. 40c.

In days of old, when knights were bold... A story for girls, grades 4 and up.

GRAHAM, LORENZ. *Tales of Momolu*. Reynal and Hitchcock, c1946. 169p. \$2.50.

The story of the everyday happenings in the life of Momolu, African boy, who has heard almost nothing of western civilization, will give American children an insight into native African life. Excellently written with effective black and white illustrations. Fifth through eighth grades.

GROVER, EULALIE OSGOOD, ED. *My Caravan*. Albert Whitman and Co., 1947. 158p. \$1.50.

Reprint of a 1931 anthology of poems of fancy, adventure and the out-of-doors, by both old and modern favorites. Attractive format, suitable for young children, with attractive silhouette illustrations.

HAHN, EMILY. *The Picture Story of China*; illustrated by Kurt Wiese.

Reynal and Hitchcock, c1946. unsp. \$2.50.

An authoritative presentation of the Chinese child in his everyday life. For grades 3-6, but the large format makes the reading lines very long.

HARKINS, PHILIP. *The Big Silver Bowl*. William Morrow and Co., 1947. 218p. \$2.00.

A football star learns tennis and is able to win the Davis cup. Good for sports lovers in grades seven through twelve.

HAYDEN, BELLE D. *Easy Verses for all Holidays*. Baker's Plays, c1946. 103p. 50c.

Contains short verses, longer poems, and group poems for the old-fashioned recitation programs. With severe screening, some might be useful by a teacher for assembly or home-room programs. Primary grades.

HEATH, IRENE. *Heard By a Mouse*. Frederick Warne and Co., 71p. 85c. (Warne's Cosy Corner Books).

A delightful little book of nursery poetry for children. The pictures are everyday touches of real life. Good reading to children and enjoyable for the reader, too. English publication.

HINKLE, THOMAS C. *Blackjack, A Ranch Dog*. William Morrow and Co., 1946. 224p. \$2.00.

Another story of dogs and ranch life from Dr. Hinkle. Good for junior high school.

HOKE, HELEN. *Too Many Kittens*; illustrations by Harry Lees. David McKay Co., c1947. unsp. \$2.00.

Colorful and realistic drawings accompany this amusing account of Susie who had too many cats to know what to do with them. But it all works out beautifully. For nursery to third grade.

HOLLAND, M. N. *The Haunted Island*. Dorrance and Co., c1947. 218p. \$1.75.

A story best suited for 6th and 7th grade boys about an interrupted and extended camping trip on an island in Puget Sound.

HOOKE, FORRESTINE C. *Prince Jan, St. Bernard*. Doubleday and Co., c1947. 186p. \$1.00.

A dog from the land of snow found himself a hero in the land of California. A delightful story for the pet lover young or old.

HOWARD, HELEN LITTLER. *Hannah's Sod House*. Caxton Printers, 1947. 211p. \$3.00.

Family life in Colorado's homesteading days, simply told, appropriate illustrations, a sound interpretation of America's pioneer history, through fiction. Junior high school.

HUMPHREYS, DENA. *The Zoo Book*. Henry Holt and Co., c1947. 39p. \$2.00.

A fascinating book with excellent photographs, telling about the more popular animals found in a zoo. For ages 4-12.

HUNT, MABEL LEIGH. *The Double Birthday Present*; illustrations by Elinore Blaisdell. J. B. Lippincott Co., c1947. 52p. \$1.50.

Susie and Sophie, Quaker twins, quarrel and make up over their grandfather's unusual birthday present. Suitable for girls between five and eight.

*In the Morning, Twenty Bible Verses*; pictured by Louise Drew. Abingdon-Cokesbury Press, c1947. unpag. \$1.00.

Illustrations are interesting and attractive but not too appropriate. For the church-minded parent to give to a beginning reader.

IPCAR, DAHLOV. *Animal Hide and Seek*. William R. Scott, c1947. unpag. \$1.50.

A neat lesson in a readable form on protective coloration, with apt illustrations for primary readers.

ISH-KISHOR, JUDITH. *Adventure in Palestine*. Julian Messner, Inc., c1947. 241p. \$2.50.

A story of young people and their life in modern Palestine, with action, adventure, and good human understanding and relations. Grade 8 and up.

JACKSON, ELIZABETH RHODES. *Beacon Hill Children*. L. C. Page and Co., c1947. 218p. \$2.50.

Boston lore and history through the experiences of three children, woven into an absorbing story. Educational pleasure reading for 10-13 year olds.

JACKSON, M. C. *The Code of Bar-Q Ranch*. Wartburg Press, c1946. 94p. 40c.

A story of developing boyhood on a Colorado ranch. Good for the money for junior high school boys.

JONATHAN. *Daddy and Me*; pictures by Lisa Babcock. Charles Scribner's Sons, 1946. unpag. \$1.00.

A two-year-old author tells sentence stories about good times with dad. The black and white pictures appeal to anyone.

JONES, MARY ALICE. *The Bible Story of the Creation*. Rand McNally and Co., c1946. 39p. \$1.25.

Inspiring, thought-provoking presentation of profound truths. Not as juvenile as illustrations make it appear. Grades 3-5.

KING, FAYE. *Judy and the Golden*

*Horse*. Caxton Printers, 1947. 158p. \$2.50.

A horse, life on a Kentucky farm, exploration in the woods, a happy girl, success in the riding fair. A pleasant story for junior high girls.

KINSEY, ELIZABETH. *Patch*; illustrated by James H. Davis. Robert McBride and Co., c1946. unpag. \$1.50.

A horse and pony story for the very young. Well-illustrated, moving sympathetic story of a pony who ran away from a zoo and found friends and a new home.

KNOX, ROSE B. *Marty and Company on a Carolina Farm*. Doubleday and Co., 1946. 280p. \$1.00.

Good fortune comes to Marty and her friends during their busy and exciting life on Marty's father's farm. Shows the attractiveness and importance of farm life.

LANDON, MARGARET. *Anna and the King*. John Day Co., c1947. 250p. \$2.75.

A new version of *Anna and the King of Siam* especially for young people.

LATTIMORE, ELEANOR FRANCES. *Jeremy's Isle*. William Morrow and Co., c1947. 123p. \$2.00.

A farm, the sea, an island and some children make a wonderful combination in the skillful hands of Miss Lattimore. Third grade children can read it to first graders.

LE GRAND HENDERSON. *Augustus Rides the Border*. Bobbs-Merrill Co., c1947. 135p. \$2.00.

Another Augustus story, this time in Texas. Improbable but highly enjoyable adventures. Fourth grade level.

LENSKI, LOIS. *Judy's Journey*. J. B. Lippincott Co., c1947. 212p. \$2.50.

Daughter of an Alabama sharecropper traveling around the country with his family in search of a decent living, ten-year-old Judy learns to become a part of all she meets. Gives an insight into the seamier side of American life.

LEWITON, MINA. *The Divided Heart*. David McKay Co., c1947. 214p. \$2.50.

The problems of a divided home, as experienced by a fifteen year old girl. Sympathetic treatment. 12-16 year old girls.

LINDMAN, MAJ. *Snipp, Snapp, Snurr and the Big Farm*. Albert Whitman and Co., 1946. unpag. \$1.25.

Attractively illustrated, appealing story in large print, thrilling experience, etc., still do nothing to distinguish just another book in this already known series. For primary grade reading.

LINDSAY, MAUD. *Mother Stories and More Mother Stories*. Platt and Munk Co., c1947. 188p. \$1.50.

Stories for mother to tell to pre-school

tots, well prepared, recommended, and accompanied by appropriate line drawings.

LOVECHILD, NURSE. *Tommy Thumb's Song Book*. Isaiah Thomas, 1788, 1946. unpag. \$1.00.

Miniature book of rhymes, illustrated in black and white. Although format renders it useless for a library except for display, it is interesting historically. The type reverts to the use of "f" for "s."

LUCAS, ERIC. *Voyage Thirteen*. Young World Books, c1946. 128p. \$2.00.

The story of new sailors, lucky in their first voyage in the Merchant Marine in war time. For boys, grades 6 and up.

LUSTIG, HARRIET, and LUSTIG, LAURENCE. *Young Folks' Cook Book*. Citadel Press, c1946. 27p. \$1.50.

Clear, simple rules; clean; business like format give a grown-up look. Plastic binding is not good for general use. Age level 10-12.

MACDONALD, BETTY. *Mrs. Piggle-Wiggle*. J. B. Lippincott Co., c1947. 119p. \$2.00.

The author of *The Egg and I* turns her talent for humor to the juvenile field to create an eccentric but lovable character whose resourcefulness in child training is a boon to all desperate parents.

McGAVRAN, GRACE W. *Fig Tree Village*; illustrated by Margaret Ayer. Friendship Press, c1946. 127p. \$1.25.

An understanding picture of Christianity among the natives of India, and the concrete results of missionary work. Story for grades 2-4. Contains a pronouncing dictionary of Indian words.

MACKAYE, LORING. *John of America*. Longmans, Green and Co., 1947. 245p. \$2.50.

A story in the good American tradition. An escape from England, indentured servitude in the Jamestown colony, witch trials and lots more excitement.

McKELVEY, GERTRUDE D. *Stories to Grow On*; illustrated by Jean Busby. John C. Winston Co., c1947. 63p. 75c.

The stories of each of five well-known parables, told in modern settings, are strikingly presented. Both stories and illustrations will appeal to younger children.

McNAMARA, SISTER M. PATRICE. *Colombia, Ecuador, Venezuela*. Mentzer, Bush and Co., c1946. 160p. (Other Americas Series).

A travelogue-style geography for the upper grades presenting atmosphere as well as vital statistics. Half-tones and sketches.

MADISON, MARIAN. *Picture Stories From the Old Testament*; paintings

by Warner Kreuter. Wilcox and Follett Publishing Co., c1946. 26p. \$1.00.

Eleven stories told each complete on one page with a vivid full-page illustration facing it. For the primary grade reader.

MARTIN, BILL, and MARTIN, BERNARD. *Rosy Nose*. Tell-Well Press, c1946. unpag.

A refreshing story about a little polar bear with accompanying factual information about the polar regions. The illustrations are colorful and accurate. Wide span of reading interest, from nursery age to the fourth grade.

MARTIN, RALPH G. *Boy From Nebraska, the Story of Ben Kuroki*. Harper and Brothers, c1946. 208p. \$2.50.

A Japanese-American farm boy who became a war hero returns home to face and conquer racial prejudice. Interesting and carefully written, with a vivid introduction by Bill Mauldin. *Ben Kuroki's story* will help combat prejudice. High school level.

MASON, MIRIAN E. *The Middle Sister*; illustrated by Grace Paull. Macmillan Co., 1947. 160p. \$1.75.

A story of a timid girl made brave by conditions and trials of frontier life in Minnesota. Third to sixth grade level.

MAZET, HORACE S. *Eagles in the Sky*. Westminster Press, c1946. 189p. \$1.00.

For the teen-age boy, a story about how a pilot feels in aerial combat. Based in part on the war in the air over the China Sea.

MILIUS, WINIFRED. *Here Comes Daddy*. Young Scott Books, c1945. unpag. \$1.25.

A book for the 2-3 year old. Colorful but not too convincing illustrations. Clever but not too coherent story.

MILLER, JANE. *Linda Just Right*; illustrated by Givens-Duzak. Vanguard Press, c1946. unpag. \$1.00.

A simple story with a simple message, that all is well with the world, in the eyes of a three and a half year old. For children 3-7.

MILNE, A. A. *Winnie-the-Pooh*; pictures by Helen Page. John Martin's House, 1946. unpag. 50c.

Selected stories of the now famous teddy bear and his little boy. Well balanced, delicately colored illustrations add to the entertainment value. For reading to children age 3-7.

MOON, GRACE. *Nadita*. Doubleday and Co., 1946. 274p. \$1.00.

An adventure story about a little Mexican girl, with careful descriptions of Mexican customs and characters. For grades 4-6.

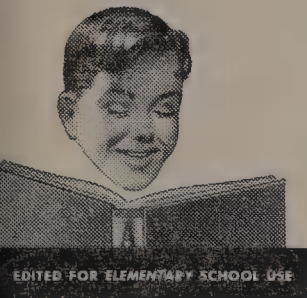
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MOORE, CLEMENT C. *The Night Before Christmas*. Simon and Schuster, Inc., c1946. unpaginated. \$1.00.

A Little Golden Book. The familiar poem with appealing, colorful illustrations by Cornelius DeWitt. For the nursery age.

NEWBERRY, CLARE TURLAY *The Kittens' ABC*. Harper and Brothers, c1946. unpaginated. \$2.00.

An alphabet full of verses and kittens. Very charming. For primary grades and cat lovers.

NEWELL, HOPE. *The Little Old Woman Carries On*; pictures by Anne M. Peck. Thomas Nelson and Sons, c1947. 64p. \$1.50.

A third delightful book about the quaint little old woman who used her head, who travels, builds a house, fulfills a prophecy. Good reading aloud material for children 4-8.

PACE, MILDRED MASTIN. *Juliette Low*; drawings by Jane Castle. Charles Scribner's Sons, 1947. 186p. \$2.00.

The first full length biography of the founder of the Girl Scouts in America. It is a fast-moving story filled with humor and adventure. For girls, grades 4-12. Adults will enjoy it also.

PAPASHVILY, GEORGE, and PAPASHVILY, HELEN. *Yes and No Stories*. Harper and Brothers, c1946. 227p. \$2.50.

A book of Georgian folk tales. Themes are typical, some with a definite lesson, but always charming and interesting. Grades 4-8.

PARK, NETTIE WOLCOTT. *Mehitabel: Girl Pioneer*. L. C. Page and Co., c1946. 309p. \$2.75.

Set during the dramatic expansion period in American History is this barely plausible tale of a migrating family through the mid-west, a family with fifteen year old Mehitabel as its head. For all girls with an adventurous spirit.

PETTER, HELEN MARY. *The Number Book*; designed by George A. Adams. Lothrop, Lee and Shepard Co., c1946. unpaginated.

An interesting game book to teach numbers to a pre-school child. The illustrations are color photographs.

PIPER, WATTY. *The Bumper Book*. Platt and Munk Co., c1946. unpaginated. \$2.50.

REPPY, NELL. *Here Am I*. Rand McNally Co., c1947. unpaginated. 75c.

For baby hands, big, bright pictures, tough, cloth pages, simple words and few of them.

RILEY, JAMES WHITCOMB. *Joyful*

*Poems for Children*. Bobbs-Merrill Co., c1946. 142p. \$2.00.

Poems all on the happy side, with colorful illustrations by Sally Tate mark this collection of Riley's work. For all ages.

SEYMOUR, FLORA WARREN. *Pocahontas: Brave Girl*. Bobbs-Merrill Co., c1946. 192p. \$1.50.

Romantic, historical writing, delightful for high school girls. A good introduction to the study of the Virginia colonists.

STEARNS, SHARON, comp. *Hear Our Prayer*; illustrated by Helen Page. Garden City Publishing Co., c1946. 76p. (Catholic edition).

The prayers in this collection are well-selected, although rather adult at times. The pages are well designed and the illustrations are unusually fanciful and modern in technique. Good for children 6 to 10.

THOMPSON, MAY HALL. *La-Lo's Magic Clay*. Wartburg Press, c1946. 94p. 40c.

A charming story of Pueblo Indian life, for girls, grades 4-9.

WELLS, CAROLYN. *Mother Goose*. Garden City Publishing Co., c1946. 125p. \$1.50.

Here are 158 Mother Goose rhymes selected by the late Carolyn Wells, with delicate illustrations by eight artists. The book is large and not too thick; some of the drawings look crowded.

WIESNER, WILLIAM. *Three Good Friends*. Harper and Brothers, c1946. unpaginated. \$1.50.

Two men and a bird. A clever story retold and attractively illustrated, for nursery telling and third grade readers.

WING, PAUL. *The Unsuccessful Elf*; illustrated by Rea Irvin. Rinehart and Co., c1947. unpaginated. \$1.50.

The teller of fairy tales gives us another of his own. Edgar, the unsuccessful Elf and his people found compensation for his failure in his turning out to be a most successful little boy. For the fairy story age.

*World Horizons Series*, by F. D. David. Field Afar Press, c1944-1947.

This series (of which the reviewer examined the volumes entitled: *Our Neighbors the Chinese*, *Our Neighbors the Koreans*, *Our Neighbors of the Andes—Peru, Bolivia, Ecuador*) surveys briefly the history and development of each country and the growth of the Catholic church therein. The level should be junior high school, but the vocabulary is advanced.

WYCKOFF, MARJORIE. *Christmas Carols*; pictures by Corinne Malvern.

Simon and Schuster, Inc., c1946. 42p. 25c. (Little Golden Book Series).

Simple arrangements and delicate drawings will make this a favorite for home use for many years. Age 7 and up.

## Education and Psychology

ALLPORT, GORDON W., and POSTMAN, LEO. *The Psychology of Rumor*. Henry Holt and Co., c1947. 247p. \$2.60.

Resulting from the work done during the war, this small volume presents experimental methods and results concerning rumors and describes practical methods that were employed during the war to combat the dangers of rumor. The book is well written and easily holds the readers interest, whether he is a layman or a professional man.

ALSCHULER, ROSE H., and HATTWICK, LA BERTA, WEISS. *Painting and Personality*, Vol. I and II. University of Chicago Press, c1947. 263p; 590p. 2 Vols. for \$10.00.

This two volume study of young children in the arts—their expression of themselves as revealed by their paintings—should be required reading for anyone associated with or interested in very young children. It is a research report for which those people who work in the fields of early elementary education and art education have had great need.

BARR, A. S., and OTHERS. *Supervision, Democratic Leadership in the Improvement of Learning*, 2d ed. D. Appleton-Century Co., c1947. 879p. \$5.00. Appleton Series in Supervision and Teaching).

A thorough revision of the most comprehensive text on supervision published. The first edition was excellent. This edition is better; more up-to-date, better organized. A "must-have" for every principal, supervisor and superintendent.

BIESTER, LILLIAN L., and OTHERS. *Units in Personal Health and Human Relations*. University of Minnesota Press, c1947. 267p. \$3.50.

This book should help to bridge the gap in the literature on sex education. With the material prepared on various age levels, the teacher should find it very useful as a guide to her every day teaching.

COOPERATIVE STUDY IN GENERAL EDUCATION. *Cooperation in General Education*. American Council on Education, c1947. 240p. \$3.00.

The first of a five volume report of the Cooperative Committee in General Education. It is a joint committee report and consists of twelve chapters which deal with the various phases of general education. It discusses such topics as: factors influencing the development of general education;

issues in general education; a review of some major projects in the field with their implications.

DENVER, PUBLIC SCHOOLS. *Health Interests of Children*. Denver Public Schools, 1947. 121p.

A cooperative study showing interest changes at different ages, and frequent teacher's errors in estimates of pupil's interests. Very good.

FAULKNER, RAY N., and DAVIS, HELEN E. *Teachers Enjoy the Arts*. American Council on Education. 57p.

A well-written report of a study of the in-service training of teachers in arts workshops. The study is so significant for any person in the field of teacher training in elementary education that it should be required reading.

FOWLKES, JOHN GUY, and MORGAN, DONALD A. *Elementary Teachers Guide to Free Curriculum Materials*. Educators Progress Service, 1947. 215p. \$4.50.

A revision of the guide published in 1946, thirty-two percent of the titles of which are new. Each entry includes the title, an annotation and the publisher. The titles are organized largely under subject headings. Most of the publications listed are issued by commercial concerns.

GORDON, H. PHOEBE, and OTHERS. *Counseling in Schools of Nursing*. McGraw-Hill Book Co., 1947. 279p. \$3.00. (McGraw-Hill Series in Nursing).

Helpful to the administrators and personnel of the school of nursing interested in the counseling program. It is well organized in four units.

HARRIMAN, PHILIP LAWRENCE. *The New Dictionary of Psychology*. Philosophical Library, c1947. 364p.

Approximately 3000 terms defined. Format is superior, definitions are clear and generally within comprehension of average student. Very heavily weighted with terminology of abnormal psychology and psychiatry. Coverage of recent terms is inadequate.

KOHLER, WOLFGANG. *Gestalt Psychology*. Liveright Publishing Co., c1947. 369p. \$2.49.

Revised and supposedly simplified, but the complex nature of the ideas makes the difficult level of the book greater than most readers desire. For anybody who desires a relatively complete psychological library, however, this book certainly should be included.

LYNCH, WILLIAM O. *History of the Indiana State Teachers College*. Indiana State Teachers College, 1947. 438p.

This is perhaps the best history of a State Teachers College yet written. The

author has told the story of a renowned institution in scholarly manner, with vividness and objectivity of phrase, and with manifestation of personal affection. No teachers college has written itself more favorably into the records of the education of teachers. Which makes this an excellent chapter in the history of American education.

MATTHEW, ROBERT J. *Language and Area Studies in the Armed Services*. American Council on Education, c1947. 211p. \$2.50.

The ASTP and other wartime programs constitute a milestone in modern language teaching. Prepared for the Commission on Implications of Armed Services Educational Programs, this is the first comprehensive report on language teaching in Army and Navy schools and resultant modification of civilian postwar language instruction.

MUELLER, KATE HEVNER, and OTHERS. *Counseling for Mental Health*. American Council on Education, 1947. 64p. \$1.00. (American Council on Education Studies, Series VI, Student Personnel Work, No. 8).

This series of publications offers the finest available information to professional student personnel workers and to teachers and administrators. This manual describes the need for a mental health program in schools and suggests various steps that might be taken to initiate and maintain such a program. Written by clinical psychologists, personnel workers, and psychiatrists, it reaches a satisfying agreement as to the mental health role of the counselor.

NOTESTEIN, ADA COMSTOCK. *Terms of Admission to the Colleges of the College Entrance Examination Board*. Ginn and Co., c1947. 222p.

A report of the activities of the College Entrance Examination Board, and a digest of the entrance requirements of the member colleges.

RAYMONT, T. *Modern Education, Its Aims and Methods*, new ed. Longmans, Green and Co., 1946. 237p. \$2.25.

An excellent brief history of education in England, including the recent advances toward providing universal educational opportunity for youth through the age of eighteen.

RHINE, J. B. *The Reach of the Mind*. William Sloane Associates, c1947. 234p. \$3.50.

A report of the experiments of Dr. Rhine and others dealing with extra-sensory-perception. An attempt is made to present to lay readers material which is still in the laboratory stage.

## Literature

ERASMUS, DESIDERIUS. *The Praise of Folly*. Packard and Co., c1946. 152p. \$1.25.

A new translation by Leonard F. Dean of Tulane of a four-hundred-year-old favorite. One of the University Classics series whose aim is "to provide the best edition of the world's greatest books at the lowest cost." Professor Dean has used a colloquial style rich in idioms which points up the timelessness of one of the great satires of world literature.

LEHMANN, JOHN, ed. *New Writing and Daylight*. New Directions, 1946. 168p. \$3.00.

Number seven in a series devoted to new writings by contemporary English and European authors. Critical and descriptive essays, poetry, and short fiction make up its unusual contents.

## Philosophy and Religion

CHAVE, ERNEST J. *A Functional Approach to Religious Education*. University of Chicago Press, c1947. 168p. \$2.50.

Attempts to make plain "what is meant by a functional, dynamic, and naturalistic view of religion, and of religious education, in contrast to the theologically centered and artificially limited set of ideas and practices propagated by indoctrinating methods." Appreciation of an "inexhaustible creative order" more motivating than "any theory about the creator or sustainer of this order."

RASKER, R. V. G. *The Old Testament in the New Testament*. Westminster Press, c1947. 176p. \$2.00.

Written constructively from the viewpoint that "our idea of the Church must be vague, individualistic, and nebulous, unless we consider it against the whole background of Biblical revelation."

## Reference

APSTEIN, THEODORE, and OTHERS. *The Universities of Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama*. Pan American Union, 1947. 186p. 50c. (Higher Education in Latin America, Vol. 6).

This survey gives information about the history, administration, departments, courses offered, faculty, student organizations, living accommodations, and the city in which the university is located. This authoritative survey gives a picture of what six Latin American countries are doing to achieve national integration through education.

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GEDDIE, WILLIAM, and GEDDIE, J. LIDDELL, eds. *Chamber's Biographical Dictionary*. London, W. and R. Chambers, 1946. 1006p.

The preface promises that not only the world's upper ten thousand will be included, but also "all the little Somebodies and many of the great Nobodies." The print, though small, is clear. Many references are given to biographies and criticisms. This work is based upon articles from the well known *Chambers' Encyclopaedia* with much added and revised.

LEARY, LEWIS. *Articles on American Literature Appearing in Current Periodicals, 1920-1945*. Duke University Press, 1947. 337p. (Duke University Publications). \$3.75.

The first part consists of articles written about authors arranged under their names. The second is a miscellaneous list classified under subject. This bibliography, compiled by scholars, will save much time when one is searching periodical literature.

### Social Science

BOYS' CLUB OF AMERICA. *Manual of Boys' Club Operation*. A. S. Barnes and Co., c1947. 368p. \$4.00.

An "authoritative statement on how to organize and operate a Boys' Club which meets the standards" of the national organization. Valuable as a reference book or as a textbook in a training course.

COULTER, E. MERTON. *Georgia, A Short History*. University of North Carolina Press, 1947. 510p. \$4.50.

A revised and enlarged edition of the 1933 book by the same name. Mr. Coulter has still persisted in omitting footnotes which are needed for one who is doing research. It is an excellent, straightforward and accurate history.

DEMING, DOROTHY. *Careers For Nurses*. McGraw-Hill Book Co., 1947. 358p. \$3.50. (McGraw-Hill Series in Nursing).

At the present time when so much attention is focused on helping young people plan for a career, this book should be in every high school and college library. The book will be very helpful to those who help to counsel young women in relation to vocational choices.

FORTHAL, SONYA. *Cogwheels of Democracy*. William-Frederick Press, 1946. 106p. \$2.00.

This book is based on interviews and investigations of the work, personality, and character of 600 Chicago politicians at the grass-roots level. An objective and unflattering picture of the city political machine, it drives home the lesson that democracy depends on crude and ineffective cogwheels.

FOWLER, BERTRAM B. *The Co-Operative Challenge*. Little, Brown and Co., 1947. 265p. \$2.75.

The current status of the cooperative movement in America. Mr. Fowler is a publicist for the virtues of the cooperative theories of economics. It suffers from the absence of a bibliography and index, but particularly from supporting documents.

HALE, WILLIAM HARLAN. *The March of Freedom*. Harper and Bros., 1947. 308p. \$3.00.

A single-volume history of the United States, divided roughly at the Civil War. It includes most of the main currents in American life. It has a pleasing style and is particularly recommended to the reader who wishes to "brush up" on his knowledge of our nation's past.

HANSEN, HAROLD A., and OTHERS. *Fighting for Freedom*. John C. Winston Co., c1947. 502p. \$4.50.

This is a well-selected collection of documents illustrating the present-day conflict between democratic and totalitarian philosophies. Most of the selections are contemporary and largely confined to the 1930's and 1940's. The introductions to the various selections are well-done and of some length.

HAYES, WAYLAND J. *The Small Community Looks Ahead*. Harcourt, Brace and Co., c1947. 276p. \$3.00.

An excellent analysis of the structure and working of small communities. This book will prove helpful to all concerned with general well being in relatively small places and in counties. It is especially recommended for school teachers and officers, welfare workers, and county extension workers.

HEGARTY, EDWARD J. *How to Run a Meeting*. Whittlesey House, c1947. 222p. \$2.50.

Written to help those who run meetings. Practical suggestions for such problems as planning the meeting, getting speakers, getting good attendance, keeping the meeting moving, planning discussion groups, getting variety in the meetings. Informal, easy-to-read style.

HENDRICK, BURTON F. *Lincoln's War Cabinet*. Little, Brown and Co., 1946. 482p. \$5.00.

Vignettes of Lincoln's Cabinet members done by an expert; twice-Pulitzer-prize-winner. Hendrick has written in this book one of his most interesting studies.

HEWETT, EDGAR L. *Landmarks of New Mexico*; 2d ed. University of New Mexico Press, 1947. 204p. \$3.50. (Handbooks of Archaeological History).

Instead of being chiefly archaeological, this book is intended to stimulate interest of tourists in the great wealth in New Mexico of unusual attractions. The book should be useful to persons planning to visit the Southwest.

HILTON, JOHN W. *Sonora Sketch Book*. Macmillan Co., 1947. 333p. \$5.00.

This is a delightful account of the author's experiences in the state of Sonora in Mexico. The book is a valuable source of information given by a sympathetic and understanding observer. Excellent reading for high-school students and adults.

HOLAND, HJALMAR R. *America, 1355-1364*. Duell, Sloan and Pearce, c1946. 256p. \$4.00.

This is another in a group of writings by Mr. Holand designed to establish the authenticity of Norse migrations and explorations in America in the fourteenth century. Principle attention in this volume is devoted to the Newport Tower in Rhode Island and to the Norse journey inland to the present state of Minnesota. The author's claims are compelling and his style lucid.

HOLMES, OLIVER WENDELL, JR. *Touched With Fire, Civil War Letters and Diary of Oliver Wendell Holmes, Jr.*, edited by Mark de Wolfe Howe. Harvard University Press, 1946. 158p. \$3.00.

The letters of Holmes throw little light on the life of a Civil War soldier, but they are valuable for what they tell about the author. The letter describing Holmes' feelings when he thought he was dying from a chest wound is priceless.

HOSLETT, SCHUYLER DEAN, ed. *Human Factors in Management*. Park College Press, 1946. 322p. \$4.00.

This guidebook in human relations is refreshing and useful. The articles are written by outstanding people who have analyzed cogently the conditions of effective leadership and problems of personnel management. A provocative book whose practical approaches from the realm of business have value for school administrators and would-be administrators.

HOWARD, THOMAS E. *Agricultural Handbook for Rural Pastors and Laymen*. National Catholic Rural Life Conference, c1946. 166p.

An authoritative statement of the aims, organization and procedures of the National Catholic Rural Life Conference. Attention is directed to the ways in which rural pastors may coordinate their own work and cooperate with other agencies in bringing about better rural living.

INGRIM, ROBERT. *After Hitler Stalin?* Bruce Publishing Co., c1946. 255p. \$3.00. (Science and Culture Series).

The author surveys the course of history in Europe for the past two centuries. The major part of the book is given to Europe of the past forty years. He points out clearly the interplay of political forces and intrigue, how these forces are still at work and that World Wars I and II have not up to now brought freedom to the world. This

book should be read by all social world diplomats.

JOHNS, RAY. *The Cooperative Process Among National Social Agencies*. Association Press, 1946. 290p. \$3.00.

A carefully documented and reasoned plea for increased co-operation among national social agencies; a co-ordinated approach to nation-wide needs and those of local areas. These can be achieved in part through a national welfare fund, a national interagency body, and a more co-ordinated field service of national agencies. The author is a Russell Sage official.

KARSH, YOUSUF. *Faces of Destiny*. Ziff-Davis Publishing Co., c1946. 199p. \$5.00.

Portrait photographs of seventy-five prominent persons, with short notes or comments about each. The photographs are remarkable; the selection eclectic.

KOLB, J. H., and BRUNNER, EDMUND DE S. *A Study of Rural Society*, edited by William F. Ogburn, Houghton Mifflin Co., c1946. 717p. \$4.50.

A revision of this well-known text. In general the data is brought up-to-date, and new research studies have been included and interpreted. Noteworthy is the treatment of labor, tenancy, and youth.

LAUTERBACH, RICHARD E. *Through Russia's Back Door*. Harper and Brothers, c1947. 239p. \$2.75.

A straight-forward account of the author's trip across post-war Siberia. The report is all the more interesting because the author merely reports what he saw and heard during his travels; there is no real attempt to analyze the Russian-American situation. The uncensored photographs are excellent.

LEAGUE, OF NATIONS. ECONOMIC, FINANCIAL and TRANSIT DEPARTMENT. *The Course and Control of Inflation. A Review of Monetary Experience in Europe After World War I*. League of Nations, 1946. 136p.

The book is a good one. The discussions follow closely the title of the book. It shows how deficit financing in European countries came about and how weak and futile were the attempts to control inflation. It is a historical presentation not an economic analysis of inflation.

LE CORBUSIER. *When the Cathedrals Were White*. Reynal and Hitchcock, c1947. 217p. \$3.00.

A brilliant combination of architecture, philosophy, art, planned city building, and a smattering of history. This famous French architect and painter examines New York and its inhabitants, as an example of the American city, and presents his provocative plan for a vertical revision of that city.

LESLEY, PHILIP, ed. *Public Relations*

*in Action*. Ziff-Davis Publishing Co., c1947. 280p. \$4.50.

A compilation of case studies in public relations. Descriptions of how the other fellow does add to our knowledge and technique. Invaluable to the practitioner and to the student. Conspicuous by its absence, however, is a case study of public relations in the field of education.

LORENSEN, CHARLES. *A Long Struggle for Freedom by a World in Bondage*. Hobson Book Press, 1946. 179p. \$3.00.

The author's "summa" is a brief one. He attempts the same thing that Thomas Aquinas did. His own estimate of his effort is as follows: "For the last comprehensive riddle regarding either substance, life, or motion should now be considered solved." This reviewer suspects that is not the last word.

LUETKENS, CHARLOTTE. *Women and a New Society*. Duell, Sloan and Pearce, c1946. 128p. \$2.50.

Originally printed in England and dealing primarily with women in Great Britain, this book is a valuable and graphic addition to the increasing literature on the status of women in a changed social and economic world. Well illustrated with graphs and pictures.

MADISON, CHARLES A. *Critics and Crusaders*. Henry Holt and Co., c1947. 572p. \$3.50.

Appreciative biographies of the lives of eighteen Americans who have lived and worked for their ideals of social justice. One may disagree with the ideals of some of them, but must respect their integrity and fortitude.

MAY BUSINESS FOUNDATION. *Business Engineering and the George S. May Co. How Waste Reduction Boasts Production. How Business Engineering Benefits Business*. George S. May Business Foundation, 1947.

These three illustrated pamphlets, while advertising the George S. May Business Foundation, nevertheless should be of interest and value to the man in business and to the student of business and management engineering.

NEEDHAM, JOSEPH. *History is on Our Side*. Macmillan Co., 1947. 226p. \$2.75.

"A contribution to political religion and scientific faith." It consists of a collection of essays and addresses delivered between 1931 and 1942 by the author who is a well-known embryologist. Much challenging material is included.

OGDEN, JEAN, and OGDEN, JESS. *Small Communities in Action*. Harper and Bros., c1946. 244p. \$3.00.

Stories of community growth in satisfaction of life. Common people in these places are succeeding in getting more of what they want by working together toward

mutual understanding and joint programs of action. The last section of the book abstracts from these stories some of the ways in which this community development is brought about.

PEARSON, HAYDN S. *Successful Part-Time Farming*. McGraw-Hill Book Co., c1947. 322p. \$3.00.

A thousand dollars a year in addition to regular employment is availed for those who follow the suggestions of Mr. Pearson. The suggestions are practical, and helpful for those who don't undertake so comprehensive a program.

PERRY, GEORGE SESSIONS. *Cities of America*. Whittlesey House, c1947. 287p. \$3.50.

This collection of articles on twenty-two great cities of America briefly presents the historical events in the growth of each, and highlights the salient features in the industrial, commercial, and cultural aspects of each city. Not a comprehensive treatment, it is interesting and informative. Excellent reading for high school students. Many fine photographs are included.

PFIFFNER, JOHN M. *Public Administration*, rev. ed. Ronald Press Co., c1946. 621p. \$5.00. (Political Science Series).

A complete revision of this well-known text. While the treatment is of the entire problem of public administration, the principles are so specific that students of school administration will find the book helpful.

POLLARD, JAMES E. *The Presidents and the Press*. Macmillan Co., 1947. 866p. \$5.00.

An unusual study on the personal relations of the presidents with newspapers and newspapermen. The author skips the weighty issues, for the most part, but it makes an important contribution in that he brings together material and information previously available in piecemeal or not at all. The bulk of the study, of course, deals with the Roosevelt to Roosevelt era, when modern press relations developed.

POLLARD, LANCASTER. *Oregon and the Pacific Northwest*. Binford and Mort, c1946. 312p. \$3.00.

Best suited as a text for students in the Pacific Northwest, but excellent as a reference for other readers.

POMEROY, EARL S. *The Territories and the United States, 1861-1890*. University of Pennsylvania Press, 1947. 163p. \$2.50.

Scholarly study based upon the author's doctoral dissertation treating the structure and functions of government in our western territories during the last half of the nineteenth century. Recommended primarily as a reference work.

REISCHAUER, EDWIN O. *Japan, Past*

and Present. Alfred A. Knopf, Inc., 1946. 192p. \$1.50.

A short general history of Japan from its earliest beginnings. The author is thoroughly familiar with Japan. This well-written account is interpretative and furnishes a good source of information of a brief nature.

ROBINSON, LURA, project editor. *Outdoor Jobs for Men*. Vanguard Press, c1947. 273p. \$2.50.

A good book in the field of vocational guidance. Describes many types of outdoor work. Gives suggestions to those who are seeking such jobs, and where to get more information about them. A valuable book to anyone who loves the out-of-doors, and who desires types of work of an out-of-doors nature.

ROVNER, MAURICE B., and FENTON, J. ALEXIS. *Vitalized American History*. College Entrance Book Co., c1946. 301p. 75c.

This story of America is rather complete considering the size of the volume. The work is divided into nine units with a chart test and questions for discussion at the end of each. Included are a number of good cartoons and illustrations.

SCHLEISINGER, ARTHUR M. *Learning How to Behave*. Macmillan Co., c1946. 95p. \$2.00.

A review of American etiquette books from Colonial times to the present, showing the effects of national development on manners. The author feels that the manners of a given era shed some light on the total social history of our country.

SCOTT, COMMANDER. *Romance of the Highways of California*. Griffin-Patterson Co., c1946. 320p. \$3.00.

An informal account of a leisurely trip through California. It is almost a travel guide, lightened by stories of persons and places. The sketches by Claude G. Putnam are numerous and delightful, and the many photographic illustrations excellent.

SHUTE, NEVIL. *Vinland the Good*. William Morrow and Co., c1946. 126p. \$2.50.

An excellent book from both historical and dramatic standpoints. Good for assigned reading for history classes, and also for literary study.

SIEPMAN, CHARLES A. *Radio's Second Chance*. Little, Brown and Co., 1946. 282p. \$2.50.

An analysis of some of the mistakes of radio broadcasting and suggestions for the future.

SILBERNER, EDMUND. *The Problem of War in Nineteenth Century Economic*

*Thought*. Princeton University Press, c1946. 332p. \$3.00.

The author traces the history of economic thought. Beginning with the English Classicists, he relates the economic doctrines held by leading economists in England, France, and Germany. It is a scholarly presentation and should be of value to all students of economic thought and the makers of world peace.

SPEISER, E. A. *The United States and the Near East*. Harvard University Press, 1947. 263p. \$2.50.

The book is a comprehensive review of the forces in the Near East which affect the peace of the world today. The treatment includes a discussion of the Palestine problem and American interest in the Near East.

SPIES, TOM D. *Rehabilitation Through Better Nutrition*. W. B. Saunders Co., 1947. 94p. \$4.00.

The results of clinical studies in nutrition at Hillman Hospital, Birmingham, Alabama. It reveals the fact that when exact diagnosis of malnutrition is made and complete therapy followed through, full rehabilitation will result. The material presented is intended for those in the medical profession, social workers, nurses, and students of nutrition.

STEVENS, WALTER J. *Chip on My Shoulder*. Meador Publishing Co., c1946. 315p. \$3.00.

The author is a Negro, at one time secretary to the Boston Merchant, Filene. The book, an autobiography, is rather poorly written. Its chief value is for the student of race relations who would be interested in the inner workings of the mind of a successful Negro smarting over race prejudice and reflecting a considerable amount of it himself.

TENENBAUM, SAMUEL. *Why Men Hate*. Beechhurst Press, c1947. 368p. \$3.50.

Attempts to answer the following questions: Whether some races are innately superior, how prejudices arise, how prejudice affects the individual, and how to overcome prejudice. Intended for the layman, this is readable and interesting. It suffers somewhat from over-simplification, but will prove of value to the individual, ignorant of the field, who wishes to know more of racial tension, their causes, and their alleviation.

*Uncollected Works of Abraham Lincoln*, Assembled and Annotated by Rufus R. Wilson. Primavera Press, 1947. 655p.

A volume compiled mostly from Lincoln's legal papers which should be of interest to students of history and law, but which holds little for the general reader. It is poorly indexed and contains numerous typographical errors which assiduous proofreading could have eliminated.

WARE, ETHEL K. *A Constitutional History of Georgia*. Columbia University Press, 1947. 210p. \$2.75. (Studies in History, Economics and Public Law).

After a first chapter dealing with Georgia prior to the Revolution, this account traces chronologically the various constitutions of Georgia through the Constitutional Commission of 1945. There is also a short final chapter of conclusions.

WARING, P. ALSTON, and GOLDEN, CLINTON S. *Soil and Steel*. Harper and Brothers, c1947. 240p. \$3.00.

The authors try to show that the interests of the farmer and laboring man are alike and that their troubles, whatever they may be are owing to a capitalist employer. The book is plainly one of propaganda and is a good example of what we call "boring from within."

WILCOX, EARLEY VERNON. *Acres and People*. Orange Judd Publishing Co., 1947. 297p. \$3.00.

A discussion of the problem of "balancing acres and people." While his discussions of the problems of the "acres" are for the most part accurate, they seem to be subordinate to the related problems of "religious tabus, political experiments, illiteracy, disease, lack of sanitation, climate, poverty, and high birthrate." These problems in India and China are enormous. A readable contribution to the development of an intelligent understanding of the problems of the Orient.

### Textbooks and Workbooks

ALTICK, RICHARD D. *Preface to Critical Reading*. Henry Holt and Co., c1946. 321p. \$1.60.

This is the best manual yet of its kind. The author has been painstaking and patient in the formulation of his principles and the collecting of his illustrative materials. Its use will strengthen any reading course.

ANDERSON, ARTHUR K. *Laboratory Experiments in Physiological Chemistry*. John Wiley and Sons, c1946. 236p. \$2.25.

This text introduces quantitative analysis, physical chemistry, colloids, and then commences with work in physiological chemistry. Review questions are to be found after each experiment. Ample diagrams and illustrations are included. The book is intended for students who wish to correlate biology and chemistry.

BAYLES, ERNEST E., and MILLS, ARTHUR L. *Basic Chemistry for High Schools*. Macmillan Co., 1947. 718p. \$3.00.

A high-school text with good illustrations and of unconventional arrangement. The

periodic system comes late; the customary early chapters on oxygen and hydrogen are missing; problems and theory come early; and a large section on organic compounds comes last. A glossary is included.

BROWNELL, CLIFFORD LEE, and WILLIAMS, JESSE F. *The Human Body*. American Book Co., c1946. 310p.

This is a good book to introduce the study of the human body to junior high schools. It includes a chapter on communicable disease and introduces the student to community hygiene and community health services. Each chapter is supplemented by a list of problems and suggested activities. It is well illustrated and contains an excellent glossary.

*Health of Our Nation Series*, by Clifford Lee Brownell and Jesse Feiring Williams. American Book Co., c1946.

A series of health readers (of which the reviewer examined the volumes entitled: *Active and Alert*; *Clean and Strong*; *Well and Happy*; *Safe and Sound*) for the elementary grades. *Well and Happy* and *Clean and Strong* are for lower elementary children. The vocabulary has been carefully controlled. Both books are generously illustrated in color. *Safe and Sound* is directed to the fourth grade level and carries a very useful index and glossary. The content is about equally divided between personal and community health. *Active and Alert* is for the sixth grade. It is designed to develop an increasing interest in and responsibility for community health. Each chapter has a list of questions and suggested activities.

BURNETT, WHIT, and SLATKIN, CHARLES E. *American Authors Today*. Ginn and Co., c1947. 560p. \$2.60.

A high school anthology of contemporary literature intended to be a "new kind of text and collateral reading book." The authors and the selections are well chosen. The emphasis on social themes and problems in human relationship will be welcomed by teachers who are free to choose this type of book for high school English or combined English and social studies courses.

CASTRILLO, EILENE LAMB. *A Pan American Journey*. D. C. Heath and Co., c1946. 301p. \$1.60.

Designed for a high-school course in Pan America, it is an attempt to study the separate character of each Latin American country. The historical, geographical, and cultural background of each is explored. Comparisons are made with the United States. Of vital significance is the effort to give the reader an international point of view and a realization of relationships that should hold the two continents together.

CLAYTON, CHARLES C. *Newspaper Reporting Today*. Odyssey Press, c1947. 422p. \$2.50.

The virtue of this beginner's text in journalism lies in its restriction of attention entirely to the reporter and its em-

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## THE MODERN JUNIOR HIGH SCHOOL

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A careful study of the junior high school system which reveals the prevailing nationwide practices in this field and suggests and describes improved programs and procedures not yet common in the typical school. Each of the significant current trends and practices in the curriculum is explained and analyzed. Considerable space is also devoted to present administrative practices. This volume is based on careful research and analysis, and is sensitive to the special problems and welfare of the child of junior high school age. "The book is well written and gives an excellent picture of the junior high school in terms of its present status," reviews *The Journal of Business Education*. 492 pages, \$4.50

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THIS important new contribution records and correlates the more outstanding of the new developments now being tested and put into practice in high school curriculums in the United States. It presents the more important considerations of contemporary curriculum thinking and practice, principles and techniques of curriculum construction and revision, the current general trends and specific trends, and considerations in the subject matter divisions. The various chapters have been written by men and women who have distinguished themselves for sound thinking and leadership in the particular fields in which they were asked to contribute.

661 pages, \$4.50

*Volumes of the Douglas Series in Education*

THE RONALD PRESS COMPANY, 15 East 26th Street, New York 10

phasis on the most important aspects of reportorial work, particularly the interview. Written by a professional, it is an important contribution to instructional materials in journalism.

COLE, LUELLA. *Psychology of Childhood and Adolescence*. Rinehart and Co., c1947. 416p. \$3.50.

Represents Cole's attempt to combine the best material of Morgan's *Child Psychology* and her own *Psychology of Adolescence*. Designed primarily for teachers colleges and other colleges offering such a combined course. As a whole this is a superior book. The weakest part is on the early development of the child. Presumably in the interest of brevity, much valuable material unfortunately was thrown out in the revising and combining. The book will meet well ■ definite need for a text of this nature.

COWLES, WILLIAM H. H., and THOMPSON, JAMES E. *Algebra*. D. Van Nostrand Co., 1947. 275p. \$3.25.

Designed primarily for engineering students. Its treatment of topics is thorough and systematic. Definitions, theorems, and carefully worded steps or rules of procedure are presented in italics and numerous illustrative solutions of problems are given.

CRAIG, GERALD S., and DANIEL, ETHELEEN. *Science Through the Year*. Ginn and Co., c1946. 224p. \$1.16. (Our World of Science Series).

This is the second book of the series entitled *Our World of Science*. It will be welcomed by teachers already familiar with the work of the authors and is recommended to all others interested in a carefully planned continuous course of study in science for the grades. Topics appropriate to the seasons, together with illustrations in bright colors, and a vocabulary list make up this attractive book.

CRAIG, GERALD S., and HYDE, MARGARET OLDROYD. *New Ideas in Science*. Ginn and Co., c1946. 377p. \$1.44. (Our World of Science Series).

A textbook in elementary science for grade 6, stressing chemical and physical phenomena. One of the better textbooks in this field. The whole series, grades 1-8, are worth examination.

DANIELS, LUCILLE, and OTHERS. *Muscle Testing*. W. B. Saunders Co., 1946. 189p. \$2.50.

Objective is that of making adaptable for immediate use the technique of manual muscle testing for treatment of muscular disability, development of the body, and prevention of disability, and later evaluation of its effectiveness. Technical information on muscle function, diagrams and life-like drawings are presented.

DEGROAT, HARRY, and YOUNG, WILLIAM E. *New Standard Arithmetics*,

*Grades 1-8*. Iroquois Publishing Co., 1946.

A series of *arithmetics*, well graded, and with attention to vocabulary difficulties as well as mathematical ones. There are practical problems to supplement drill and testing exercises. Answer pamphlets are available. The work for grades one and two is in **workbook form**, with much concrete work in fundamental processes and simple problem solving. The series is available in a five-book arrangement, also.

FULLER, ROBERT W., and OTHERS. *Elements of Physics*. Allyn and Bacon, 1946. 844p. \$2.12.

A good presentation of the essential facts of physics. The explanations are clear. The illustrations are very good. The summary, questions, and problems at the end of each section form an excellent basis for the student to check his knowledge and review.

GAST, IRA MORRIS. *Foundation Stones of American History*. F. A. Davis Co., 1946. 407p. \$1.72.

A textbook designed for use in the senior-high school. The organization is somewhat unique. There are four broad units dealing consecutively with our needs as Americans from an individual, social, commercial, and governmental standpoint. The illustrations are good, the learning activities fairly adequate.

GAVIAN, RUTH WOOD, and OTHERS. *Our Changing Social Order*, 3d ed. D. C. Heath and Co., c1947. 616p. \$2.60.

Revision of a text for secondary schools, containing materials for instruction in a wide variety of the major social problems. The application of the basic principles of sociology, psychology and mental hygiene to the personal problems of adolescents is first dealt with, followed by a discussion of the possible solutions of the problems of society. Suggested activities, questions, bibliography and index. A workbook and a teachers' manual are available.

GRAY, J. STANLEY. *Psychology in Human Affairs*. McGraw-Hill Book Co., 1946. 646p. \$3.75. (McGraw-Hill Publications in psychology).

Eighteen chapters, seven by Gray and the rest by 11 collaborators. Attempts to be factual, practical, and inclusive of the varied material of modern applied psychology. Contains among other chapters on college life, child development, vocational guidance, human adjustment, mental illness, speech correction, public opinion, propaganda, crime, industry, business, and military affairs. Designed for beginning students though also suitable for students with only a brief course in general psychology previously. Style lucid and vocabulary within understanding of most college students.

GRAY, WILLIAM S., ed. *Improving Reading in Content Fields*. University of Chicago Press, 1947. 240p. \$2.00.

(Supplementary Educational Monographs).

The proceedings of the Annual Conference on Reading held at the University of Chicago in 1946. It should be placed in the professional library of every school system. It will guide teachers in helping pupils develop reading ability.

GROSS, IRMA H., and CRANDELL, ELIZABETH W. *Home Management in Theory and Practice*. F. S. Crofts and Co., 1947. 322p. \$2.80.

This is an excellent book based on the author's experience as a teacher of home management courses. Techniques of home work simplification are given in detail. Adaptable to use in a course which is not connected with a home management house, as well as to a resident course.

HODGES, JOHN C. *Harbrace College Handbook*. Harcourt, Brace and Co., c1946. 442p. \$1.50.

A remarkably extensive, though not all inclusive, manual of principles, substantiated with examples, and comprising as well drill materials. An elaborate system of symbols makes for ready reference. Well edited and very useful.

HUGHES, R. O. *The Making of Our United States*, rev. ed. Allyn and Bacon, 1944. 607p. \$2.00.

This is a comparatively recent edition of a well-known American history textbook for junior-high schools. The book is divided into twenty-four topics with chronological organization predominate through the Reconstruction period. There are review questions and suggestions for additional reading in connection with each topic.

JAFFE, BERNARD. *New World of Chemistry*. Silver Burdett Co., c1947. 710p. \$2.88.

A revision and expansion of a textbook for high-school use. Excellent photographs and diagrams accompany a clear and well-arranged description of theory and application of modern chemistry. Questions after each chapter, suggested activities and materials.

KEMPTON, KENNETH PAYSON. *The Short Story*. Harvard University Press, 1947. 267p. \$3.00.

A well-prepared statement of the craft involved in writing a successful short story.

KIERZEK, JOHN M. *The Macmillan Handbook of English*; rev. ed. Macmillan Co., 1947. 527p. \$2.00.

This "revised edition" is revised but slightly. It follows the prescriptive emphasis of the first edition in stating "rules" without giving adequate attention to informal usage in standard English. Chapter I. *The English Language*, is generally acceptable as a descriptive statement.

KOTITE, EDWARD A. *Jobs and Small Businesses*. World Book Co., c1947. 128p. \$1.00.

Most certainly a new approach to the dissemination of guidance information: illustrations from the lives of successful men and women; attractive lay-out; pictures and photography ala Hollywood. Should be quite usable by counselors and teachers.

LEONARD, FRED EUGENE. *A Guide to the History of Physical Education*; 3d ed., revised by George B. Affleck. Lea and Febiger, 1947. 480p.

This book is intended to be a survey of the development of the field of physical education in Europe and America, and of some of the chief present movements throughout the world. Its main concern is with the development of physical education in the United States. It contains biographical sketches of celebrated American physical education men. This book would serve as a suitable text on the college level or as excellent supplementary reading. Recommended.

LOOMIS, ROGER SHERMAN, and CLARK, DONALD L. *Modern English Readings*. Rinehart and Co., 1946. 1062p. \$3.00.

A wide variety of offerings characterized by their acceptable form, the level of mature thinking they represent, and the immediacy of their appeal. The editors have set for themselves in the past a high standard of presentation. They are maintaining that standard.

MACFARLAND, GEORGE A., and AYARS, ROBERT D. *Accounting Fundamentals*. McGraw-Hill Book Co., 1947. 759p. \$4.50.

A most orderly and logical presentation of first year accounting; no startling departures from time-tried and accepted procedures; seasoned with the realism of practical teaching experiences. The illustrations are pertinent and explanatory details concise and clear. Questions and problems are quite generous, even for the most ambitious. Intended primarily for class use, it would be excellent for self-study.

MARJARUM, E. WAYNE. *How to Use a Book*. Rutgers University Press, 1947. 111p. \$1.50.

Practical suggestions on getting and retaining ideas and information from books. Very helpful in spite of some misuse of library terms in the chapter on "Which book to use."

MCGUIRE, EDNA, and PORTWOOD, THOMAS B. *The Rise of Our Free Nation*. Macmillan Co., 1946. 773p.

A new enlarged edition of this text first published in 1942. It is vividly illustrated and has elaborate study helps at the end of each chapter. Stresses the problems which the various generations of Americans have faced.

NIXON, EUGENE W., and COZENS, FREDERICK W. *An Introduction to Physical Education*, 3d ed. W. B. Saunders Co., 1947. 251p. \$2.75.

An excellent book for one interested in the field of education and for the teacher and student of health and physical education. Considerable emphasis is placed on the relationship of sociology, psychology and biology to physical education. Methods for organizing physical education programs in various situations are discussed completely. Requisites for the selection and training of physical education teachers are included.

ODELL, MARGARET K., and STRONG, EARL P. *Records Management and Filing Operations*. McGraw-Hill Book Co., 1947. 342p. \$4.00.

Here is a book that really fills the need for better records management and for better filing operations by the records personnel. It is well-organized, generously illustrated, and comprehensive. It is particularly suitable for study by those interested in office management, or those in charge of filing operations.

PHELPS, HAROLD A. *Contemporary Social Problems*, 3d ed. Prentice-Hall, Inc., 1947. 845p. \$3.75.

This standard textbook in the field of social problems has been brought up to date and improved in a number of minor details. It is a scholarly textbook that can be used upon either the junior or senior college level.

RIDER, PAUL R. *Analytic Geometry*. Macmillan Co., 1947. 383p. \$3.25.

I like the text. There is perhaps more material than the average class can do in a 3 hour semester course.

RIEGEL, ROBERT E., and HAUGH, HELEN. *United States of America*. Charles Scribner's Sons, c1947. 852p. \$2.92.

An unusually comprehensive high school text which treats the social and intellectual aspects of our nation's history and yet does not neglect politics. Illustrations deserve special commendation and the accompanying comments make them an integral part of the history.

SANDERS, EDWIN F. *Practical Biology*. D. Van Nostrand Co., 1947. 618p.

This seems to be an excellent high school textbook. On the whole, the illustrations do not seem to be up to the standard set for the rest of the book.

SCHUTT, W. E. *Reading for Self-Education*. Harper and Bros., c1946. 255p. \$3.00.

Intended, as the title suggests, for adults who wish to learn to read on their own, this book could be invaluable to college students as well. It is a clear, systematic, and well-documented manual. The author's presentation is thorough and ample, but ever

stimulating. The exercises are abundant and meaty. The suggested readings are well chosen. This is a splendid text.

STRATTON, CLARENCE. *Improving Your Vocabulary*. Whittlesey House, c1947. 333p. \$3.00.

The one book which one interested in improvement of his vocabulary might buy. Mr. Stratton's text employs all the customary devices of vocabulary building but its amplitude and arrangement make for sustained interest and assured effect.

SWINGLE, DEANE B. *A Textbook of Systematic Botany*, 3d ed. McGraw-Hill Book Co., 1946. 343p. \$3.50.

A summary of some of the things that students in field botany or systematic botany need to know. The consideration of the various families of seed plants, methods used in identification, preparation of herbaria, nomenclature, principles and systems of taxonomy, and the general literature of taxonomic botany are all considered. Of most use to the field biologist.

## War

DAVIS, KENNETH S. *Soldier of Democracy, A Biography of Dwight Eisenhower*. Doubleday, Doran and Co., 1945. 566p.

This is the story of the American dreamer, the rise of a boy born on the wrong side of the tracks to a position of supreme military authority. It is the story of the Eisenhower family and its most illustrious son, a good human interest and background companion piece for Butcher's *My Three Years With Eisenhower*.

DEVEREUX, JAMES P. S. *The Story of Wake Island*. J. B. Lippincott Co., c1947. 252p. \$2.75.

The Marine Commander on Wake Island tells the story of the fighting for Wake, of the surrender, and of the years in Japanese prison camps. The story is told simply, clearly, and without heroes. An excellent book and one to develop patriotic pride.

DEWEY, PETER A. *As They Were*. Beechhurst Press, c1946. 233p. \$2.75.

A detailed, almost gossipy, account of the life and experiences of the author in France during the time just before, and at the beginning of World War II. Mr. Dewey had many connections and friends in France and Poland. During the years covered by this account he was Paris correspondent and ambulance officer with the Polish army.

HART, LIDDELL. *Revolution in Warfare*. Yale University Press, c1947. 125p. \$2.00.

A good capsule history of the trend of war making in the past with the author's ideas as to what the future trend must be. His argument seems to be for an effective United Nations Organization, with "qualitative disarmament" while the organization is being perfected.

JORDAN, RALPH B. *Born to Fight. The Life of Admiral Halsey.* David McKay Co., c1946. 208p. \$2.00.

This is a story of Admiral Halsey written by a newspaper correspondent who covered Navy warfare with Halsey and Nimitz as well as Army campaigns with MacArthur. Boys will like it. Grades 6-9.

MOLENDYK, CLARA A., and EDWARDS, BENJAMIN C., eds. *The Price of Liberty.* Harper and Bros., c1947. 432p. \$1.80.

An anthology dealing with nature of war and problems of peace. Though designed for senior-high students, selections are of mature level. Teachers should profit from Walter Lippmann's analysis of education's rôle now that Americans no longer live in the pre-1914 "age of innocence." Selections in form of radio scripts are of less value.

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ADAMS, PHILIP R. *Auguste Rodin.* Hyperion Press, Duell, Sloan and Pearce, c1945. unp. \$3.00.

BATHURST, EFFIE G. *Inter-American Understanding and the Preparation of Teachers.* U. S. Government Printing Office, 1946. 100p. 30c. (Federal Security Agency Bulletin, No. 15).

BATHURST, EFFIE G. *Schools Count in Country Life.* U. S. Government Printing Office, 1947. 61p. 20c. (Federal Security Agency Bulletin, No. 8).

BURNS, ARTHUR F. *Stepping Stones Towards the Future.* National Bureau of Economic Research, 1947. 91p. (Twenty-seventh Annual Report of the National Bureau of Economic Research).

COOVER, S. L. *Workbook in Mechanical Drawing.* McGraw-Hill Book Co., c1947. 201p. \$1.48.

CROSS, TOM PEETE, comp. *Bibliographical Guide to English Studies,* 9th ed. University of Chicago Press, 1947. 74p. \$1.50.

DONDO, MATHURIN, and ERNST, FREDERIC. *Brief French Review Grammar.* Henry Holt and Co., c1947. 271 - lv p. \$1.75.

EBAUGH, CAMERON D. *Education in Ecuador.* U. S. Government Printing Office, 1947. 92p. 25c. (Federal Security Agency Bulletin, No. 2).

EBAUGH, CAMERON D. *Education in el Salvador.*

EBAUGH, CAMERON D. *Education in Nicaragua.*

FASNACHT, HAROLD D. *How to Use Business Machines.* Gregg Publishing Co., c1947. 111p.

GARDNER, ALBERT T. *Yankee Stonecutters.* Columbia University Press, 1945. 84p. \$4.00.

GOLDWATER, ROBERT, and TRAVES, MARCO. *Artists on Art.* Pantheon Books, c1945. 498p. \$4.50.

GREGG, RUSSELL T., and OTHERS. *Syllabus for Local School Administration.* Department of Education, School of Education, University of Wisconsin, 1947. 90p.

HERZBERG, MAX J. *Great Expectations.* Max J. Herzberg, 1947. 39p.

JONES, W. NORTON, JR. *Laboratory Exercises in Inorganic Chemistry.* Blakiston Co., c1947. 315p.

KENTUCKY. State Department of Education. *Standards for School Buses, Laws and Regulations for Their Operation.* Kentucky State Department of Education, 1946. 52p. (Educational Bulletin, Vol. XIV, No. 10).

KNIGHT, EDGAR W., ed. *Henry Harri-  
sse on Collegiate Education.* University of North Carolina Press, 1947. 54p. 50c.

*Lay-Professional Council Report to the People of New Hampshire.* New Hampshire Lay-Professional Councils on Education, 1947. 42p.

LENSSEN, HEIDI. *Art and Anatomy.* Barnes and Noble, Inc., c1946. 80p.

McMAHON, A. PHILIP. *Preface to an American Philosophy of Art.* University of Chicago Press, c1945. 194p. \$2.50.

MEADE, RICHARD A. *Better English.* Allyn and Bacon, 1947. 215p. (Book No. 3).

NEW YORK GRAPHIC SOCIETY. *Fine Art Reproductions Old and Modern Masters.* New York Graphic Society, c1946. 232p.

NEW YORK CITY. Board of Education. *Source Materials for Teaching Textiles and Clothing in the Second-*

ary Schools. New York City Board of Education, 1947. 177p. (Curriculum Bulletin, No. 8).

PALMQUIST, EDWARD M., and PETRY, LOREN C. *General Botany Laboratory Book*. W. B. Saunders Co., c1947. 174p. \$2.25.

POTTER, GLADYS L., and EBAUGH, CAMERON D. *Education in the Dominican Republic*. Federal Security Agency, 1947. 34p. 15c.

ROSENBERGER, MARJORIE. *Mark My Words*. World Book Co., c1947. 109p.

ROSENTHAL, RICHARD S. *French Self Taught*, new rev. ed. Halcyon House, 1947. 582p. \$1.49.

ROSENTHAL, RICHARD S. *German Self Taught*, new rev. ed. Halcyon House, 1947. 568p. \$1.49.

ROSENTHAL, RICHARD S. *Spanish Self Taught*, new rev. ed. Halcyon House, 1947. 542p. \$1.49.

RUDIN, SOL M., and GREENLEAF, PETER. *Biology Laboratory Notebook*. Globe Book Co., c1946. 144p. \$1.20.

SLOSSON, PRESTON, and KIRK, GRAYSON. *Swords of Peace*. Foreign Policy Association, 1947. 62p. 35c. (Headline Series, No. 64).

SMITH, HAROLD H. *Training for the Office Typist, College Course*. Gregg Publishing Co., c1947.

TOMASCH, ELMER J. *The ABC's of Anatomy*. William-Frederick Press, 1947. 122p. \$3.50.

UNESCO and You, *Questions and Answers on the How, What, and Why of Your Share in UNESCO—Together With a Six-Point Program for Individual Action*. U. S. Department of State, 1947. 42p.

VAUGHN, K. W., ed. *National Projects in Educational Measurement*. American Council on Education, 1947. 80p. (American Council on Education Studies, Series I, Vol. XI, No. 28).

WATSON, ERNEST W., and KENT, NORMAN. *The Relief Print*. Watson-Guptill, 1945. 78p. \$4.50.

WELTE, H. D., and OTHERS. *Self-Help Geometry Workbook*. Scott, Foresman and Co., c1947. 84p.

WILBURN, D. BANKS. *Arithmetic, Using a Ten in Subtraction*. Iowa State Teachers College, c1947. 10p. (Educational Service Publications, Issue No. 5).

YAHRAES, HERBERT. *Make Your Town Safe!* Public Affairs Committee, c1947. 32p. 20c. (Public Affairs Pamphlet No. 133).

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AMERICAN VOCATIONAL ASSOCIATION. INDUSTRIAL ARTS DIVISION. *Improving Instruction in Industrial Arts*. American Vocational Association, Inc., 1946. 96p.

ARJONA, J. H. *Viaje de Negocios*. American Book Co., c1945. 229p.

BALLARD, E. G., and CLIFTON, E. S. *A Workbook for English Composition, Form A*. Rinehart and Co., c1947. 120p. \$1.00.

BLUMENTHAL, JOSEPH C. *Common Sense, English II*. Harcourt, Brace and Co., 1947. 277p. 92c.

BRINK, CAROL. *Harps in the Wind*. Macmillan Co., 1947. 312p. \$3.50.

Claremont College Reading Conference. Claremont College Curriculum Laboratory, 1947. 158p. \$2.50. (12th Yearbook).

CLARK, JOHN R., and OTHERS. *Workbooks in Arithmetic, Grades 3-6*. World Book Co., c1947.

CONTES, CHOIX DE. *Maupassant*. Cambridge University Press, 1945. 326p. \$2.00.

*David Barnett's Music Manual for Teachers, Grade One*. George W. Stewart, c1947. 78p.

DAVID, F. D. *Our Neighbors the Japanese*. Field Afar Press, c1947. 90p. 50c. (World Horizons Series).

EBAUGH, CAMERON D. *Education in Peru*. U. S. Government Printing Office, c1946. 91p.

ELSIE-JEAN, and REISFELD, BERT. *Mozart, His Story and Music*. Edwin H. Morris and Co., c1946. unp. 60c.

FENTON, WILLIAM NELSON. *Area Studies in American Universities*. American Council on Education, c1947. 89p. \$1.00.

*Graded List for School Libraries, 1947*. Harper and Bros., c1947. 60p.

GRISMER, RAYMOND L., and MOLINOS, MARGARITA W. *Easy Spanish American Reader*. Longmans, Green and Co., 1945. 90p. \$1.50.

HORACE MANN-LINCOLN INSTITUTE OF SCHOOL EXPERIMENTATION. *Guide to Study and Experimentation in Cooperative Planning in Education*. Teachers College, Columbia University, 1947. 37p. 25c.

HORVATH, WALTER J. *Salesmanship*. Bellman Publishing Co., c1947. 23p. 75c. (Vocational and Professional Monographs, No. 71).

## *Books of Timely Importance*

### **STUDENT TEACHING. An Experience Program**

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# PEABODY JOURNAL OF EDUCATION

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## THE LAYING UP OF TREASURES

Have you ever heard a piece of music—voice, or piano, or violin, or anything—that long afterward sounded in your ears over, and over, and over again? The musician had finished but within you the music throbbed on sweetly and poignantly. It was in a way as if you had almost found or almost lost something very precious. Over and over it sounded. Now elfin and far away; now vibrant as if in the next room, something deep within the music calling to something deep within you.

Or have you ever read a poem that long after the lines faded from your vision poured its sweetness or its strength into your spirit?

Or have you ever felt the power of an idea long after you heard the words spoken or read them on the page? Something in the idea took you by the hand and led you toward Truth.

Has a teacher ever said something or asked you a question that seemed to thrust aside a dark curtain and let the light shine in—light whose radiance outlasted even the life of the teacher?

Then, you have found at least the dim beginnings of the meaning of immortality.

### THIRD DIMENSION TEACHING

Colleges have been more than ordinarily successful in graduating teachers fully equipped in mastery of content and approved teaching methods and techniques. Great teaching, however, includes a third dimension. Beyond length of scholarship and breadth of effective method lies the depth of an education infused with a spiritual impulse.

Students learn not only from a teacher's mind but from his character as well. Foremost among the subtleties of the learning process is the effect of the teacher who, like other human beings, has his ideas, loyalties, and beliefs. In the degree to which he is the possessor of those sentiments cherished as most permanently desirable in personal and community life, the teacher is an example of the good life and as such provides the foundation for spiritual values in those who come under his instruction. Qualities of personal and intellectual integrity; of dignity, freedom, and beauty; of service and righteousness penetrate every lesson. The teacher that *is* does the best teaching.

A teacher can create resistance to learning, impose his own mind, or get the students to use theirs. He can bring his students to an awareness of our heritage of knowledge from the past, and to an understanding of contemporary problems. Even so, this third dimension is still to be reckoned with. There remains to be established the vital relationship between these values and a perception of creativity, a sense of obligation. Education at its finest comprehends that wisdom in the art of living transcends knowledge; that mind and spirit should form a unity.

A student's growth as a person can be greatly aided by a teacher of spiritual sensitivity. Even the best of biography is second-rate company compared to the living acquaintance with such a teacher. A learner's spirit can be so awakened and quickened that he may have an enduring appreciation of Shakespeare because the soul of a great teacher was spent in his learning it. Or history may forever hold him in its power because it was interpreted by a teacher whose subject and character became as one.

This third dimension is a truth that eludes too many of those concerned with personnel problems in education. It is this added aspect of teaching which, if "lifted up," would draw the finest students to our institutions of learning. If the public that pays the taxes or tuition were sufficiently informed of this value in teaching, there would be no lack of financial power to obtain it.

W. R. HAMMOND

Department of Social Sciences  
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Monroe

## ON THE TRAINING OF ADMINISTRATORS

It is interesting to speculate about what might develop in American education if administrators were required to have careful training in child growth and development as a basis for all other training.

Because of the pattern of public education in the United States, the leadership in most school systems is vested in the hands of men who all too often have little or no knowledge of the most important commodity they deal with—children. Administrators usually come up from the ranks, but this frequently means that they come from the secondary school where they were specialists in a subject-matter field.

When administrators register in graduate schools for advanced courses they are set aside in a special compartment where their work consists in large measure of such courses as these copied from a recent catalog: School Finance, Public Relations, Problems of the Superintendency, Mental and Educational Measurements, School Surveys, Comparative Education, Pupil Accounting, Management of the Custodial Staff, School Law, Extra-Curricular Activities, Visual Aids, School Management and Organization, Curriculum Problems, Administration of Teaching Personnel and Landscaping of the School Plant. Perhaps the men registered in these courses elect courses which add to their knowledge of children. In an unpublished study by the writer an investigation of the courses pursued by one hundred forty men majoring in Administration shows that electives were chosen largely in the field of the Social Sciences, history, geography, sociology, and economics. Not one was registered in a course in Child Development or Mental Hygiene.

One is inclined to wonder if buildings might not be planned more carefully if the nature and needs of children were understood, if custodial care might not be based on making school homes more attractive, hygienic and sanitary for children; if public relations might not interpret the needs of children rather than being concerned with a polished product; if educational testing might not be turned toward discovering the strengths and weaknesses in the school experience of children rather than toward making graphs showing comparison with national norms; if curricula might not assume new shapes and meanings if the mental hygiene of childhood were understood.

Usually it is administrative policy that insists that all children start off in the same way at the same time in the first grade thereby creating problems that remain throughout the school years and the lifetime of the child. It is administrative policy that puts the emphasis on remedial

work instead of preventing the difficulties that need remediation, that buys quantities of remedial materials instead of developmental materials. It is administrative policy that fails to provide adequate library facilities for the elementary school but buys band uniforms for the high school and flood lights for the athletic field. It is administrative policy that builds a palatial high school but allows young children to form their habits and attitudes toward school in a building no longer fit for secondary education. It is administrative policy that puts the most poorly trained teachers and the poorest equipment where they do the most harm, in the elementary school.

The great educators of all time, Jesus, Froebel, Pestalozzi, Dewey, and the rest saw in little children the place to lay the basic training for life. Might it not be wise at this time when the great increase in the birth rate poses new problems for elementary education to insist that those responsible for leadership know children, that first things be first?

MABEL F. ALTSTETTER

Miami University, Oxford, Ohio

### ARE YOU "OLD-FASHIONED?"

If a person persists in maintaining his day-by-day behavior patterns, or "style of life," against social and economic change, he is often looked upon as being "old fashioned." And being "old fashioned" may offer some advantages in the comforts of inertia, but it is also considered to be burdened with some serious defects. Especially does this seem applicable to school folks who have attained this "old fashioned" status in their professional development. An illustration of this was rather pointedly indicated sometime ago when a young public school teacher (we'll call her Miss Brown), who a year or so before had graduated from a teachers college, bobbed up with some very disturbing observations which she had picked up during a few months teaching in one of the better urban high schools in the state. Miss Brown's botherations seemed to have been centered around the fact that school procedures in the system where she was working had ripened into a rather inflexible regularity. This apparently had come about because the school's program demanded uniform minimum attainments in the various activities of the school such as learning subject matter, establishing acceptable standards of conduct, and maintaining administrative routines. According to this young teacher the work of this school moved on day in and day out, week by week, with unvarying uniformity

which was directed toward the attainment of these objectives. Orderliness and regimentation were never allowed to escape from the foreground of the teacher's perspective of things to be done. And even teacher-pupil relationships were kept at a rigidly formal level. As a consequence of these conditions it is readily surmised that the usual differences found among school children were not awarded proper consideration in the planning of this school's program.

For one who had been rather well indoctrinated with the belief that held the child as the center of the school's purposes, Miss Brown's reactions are understandable. Her explanation for it all, of course, was that the folks who were responsible for the school's leadership had become "old fashioned," or static, in their professional activities. This cessation of professional growth was held by her to be the result of enforced repetitive efforts toward uniformity in responses taught along with adherence to minimum standards of attainment.

Just how prevalent are the conditions which disturbed this young teacher is not a matter of great concern here. However, similar reactions are often met in others who are beginners in the teaching profession. And this will justify some search for causes. Using the question approach, then, we ask: Why do people become "old fashioned?" Or better: What are some of the reasons that can be offered to explain why human beings persist in the maintenance of acquired behavior patterns, and often do this against the forces of change in the conditions about them? In our search for an answer to this question we will keep our thoughts directed toward the schools.

An examination of our school practices suggests that there are two factors which might be tabbed as related to these conditions in a causative manner. One of these factors deals with the essentiality of the behavior pattern to be established. More particularly this has reference to the materials to be learned, the skills to be acquired, and the attitudes to be inculcated. Often, probably too often, these training activities are written into our school programs with "musts," and this is frequently done regardless of the school level of the learner. Whether we are thinking of the children in the public schools, the trainees in the teachers colleges, or the students in the universities, the problem is very much the same. Essentiality in the choice of the behavior pattern demands that the pattern be required of all learners and likewise leads to uniformity in the minimum requirements of achievement in learning the pattern. Uniformity of response pattern, as an educational aim, may offer advantages in school administration and curriculum maintenance. It is also recognized as a cohesive factor in our social order. But in instructional procedures this so-called philosophy

of Essentialism, with its demanded uniformity, produces objectionable evils.

The second factor of interest here is that of permanence in the learning itself. Essentiality in the choice of the behavior pattern and permanence in its learning are necessarily complementary. Avoiding such exceptions as may be temporally local in the life of the learner, it follows that, if the pattern to be learned is essential, then, its learning must be as permanent as we can make it. This view is seemingly held and practiced now by those who are responsible for our schools without proper regard for their questionable implications.

Permanence in learning may be a fine thing. Certainly this would be true if we could always be sure about what should be made permanent. But this superdesideratum still evades the quest of our educational policy makers. And so in the absence of what we know to be essential we accept promising alternatives, and then set upon a program of teaching to make these alternatives permanent. All this we do seemingly oblivious to the facts that permanence in learning gives direction to motive, restraint to varied activity, preference to the direction of further learning, and obstruction to change. The result is virtually a guarantee for becoming "old fashioned."

Taking a bit of a critical view of these two factors of essentiality and permanence we are able to observe that the schools themselves, being the agencies through which they are fostered, are often caught in the dilemma of building obstacles to their own further progress. But since permanence in learning is our chief hope for predicting future behavior in those we educate, we must accept it and use it for the advantages it may offer. But our ideas of Essentialism need careful and continued scrutiny lest we err against those we teach.

CARL ADAMS

Professor of Psychology

East Carolina Teachers College

## WHAT ARE YOU DOING FOR THE CHILDREN OF YOUR COMMUNITY?

The reply you make to the above query depends to some extent on answers to such questions as the following: (1) How adequate are the school buildings and equipment provided? (2) How adequate are the materials of instruction? (3) How adequate are we, the teachers, and what are we doing to improve ourselves? (4) What is the school doing to improve the out-of-school living of boys and girls? (5) Is the school a participant in the total life of the community, and is the instructional

program geared to improve its quality? (6) Is there, and do we participate in, a community-wide policy or planning council? (7) What opportunities are provided boys and girls by which they may learn to live co-operatively and intelligently with all men?

Many of you undoubtedly will answer the original question, "What are you doing for the children of your community?", something like this: "We recognize the tremendous importance of youth in the future of our world, and we are trying to do our best to provide for them as adequate an educational program as circumstances permit. We realize we have many shortcomings, but we are striving to improve." Such a reply, valid though it may be, fails to point out *what* you are doing.

*What can be done?* In this brief space only three simple principles can be enumerated: (1) Start locally; (2) Support your state and national educational associations; (3) Keep your representatives informed.

First, *start locally*. Improve the percentage of participation of the adults of the community in your educational program by meeting their needs. Develop after-school and evening recreational and leisure-time programs. Sponsor public forums and discussions on local, state, national, and international problems. Organize a policies council which brings together the leadership of all community institutions for co-operative planning. Within classrooms provide for a great deal of pupil-teacher planning and for self-direction in curricular activities. Within schools widen the breadth of participation in policy formation, including elected representatives of the student body. Most important of all, *be an active democratic citizen of your community*, which commits you to work for (a) mutual respect between all individuals and groups, (b) reliance upon the cooperative method of solving problems, and (c) the willingness and ability to use intelligence in the solution of community problems rather than developing answers solely on the basis of tradition and emotion. ■

Second, *support your state and national educational associations*. Rapid strides are being taken in our nation to develop common recognition of the professional nature of education. Much remains to be accomplished. Our state and national professional organizations need active support. Only as we develop powerful, yet democratically organized and operated, educational groups can we hope to achieve professional status in our modern, complex society. *Be an active member*, not a passive recipient of publications.

Third, *keep your representatives informed*. Radios, newspapers, and billboards remind us to "write our congressmen"—yet few of us, who

are supposed to be leaders of thought, ever do so. Seldom do we even contact our local town council members, state educational leaders, or officers of our national professional organizations. Other groups are much more vocal than we, yet our responsibility for the improvement of our communities is clear. What are you doing to help your representatives form intelligent solutions to common problems? *Are you an active participant in the democratic process?*

To some extent at least economic support of education is a measure of what we as a nation are doing for our children. In 1945 we spent 7.7 billion dollars or \$55.65 per capita on liquor, 3 billion dollars or \$21.49 per capita on tobacco, and 2.5 billion dollars or \$17.76 per capita on education.<sup>1</sup> How we as a nation regard our most precious resource seems quite evident. While great improvement has been made in the past two years in the economic support of education, vast needs still exist.

What are you doing for the children of your community  
*Let's do more!*

H. D. DRUMMOND  
Peabody College

## THE "NEW LOOK" IN TEACHING

"The teachers in the public schools of America in this school year of 1947-1948 are not the same people who were teachers in the same public schools in any preceding year." This statement by the superintendent to the faculty of a midwestern school may not seem to be the stuff of which brilliant newspaper headlines are made. It may even seem trite. And yet, the "new look" in teaching may require that the thinking of all of those concerned with or about education must become thoroughly saturated with these words and with the serious implications they contain. It may require, too, that the thinking be translated into appropriate changes in attitudes and activities—changes on the part of the layman, the teacher of teachers, the teacher, and the child.

Perhaps as never before in the history of America the layman is coming to recognize the teacher as the potent force he has always been in the shaping of the destiny of the nation. This awareness, although it is being shown in many ways, is emphasized in increased appropriations and in the enhanced social and professional prestige accorded the teacher. The unique faith of the American people in public education

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<sup>1</sup> Fine, Benjamin. "The Crisis in American Education." Reprint of articles in *New York Times*, February 10 to February 21, 1947.

is beginning to be implemented by more tangible evidences. The layman is beginning to see the weaknesses that exist in public education; he is beginning to assume his share of the responsibility for the weaknesses and to do his share in the overcoming of them; he is justified in expecting to see an improving situation.

Those responsible for the recruitment and training of teachers are faced with a challenge which involves, among other things, the careful selection of those who will become teachers and their pre-service and in-service training. The present acute shortage of teachers must not be the stimulus for issuing a blanket invitation to all and sundry to enter the ranks. Better salaries, better working conditions, and higher prestige make it possible to set the standards high—to make a professional body of teachers a reality. Instead of the relaxing of personal and professional requirements for entry into the teaching profession, the present situation seems to demand that those who would learn the art and science of teaching others must themselves be of the most capable youth of the nation. Selection is only the first step, however. Pre-service training must be submitted to a continuous process of evaluation in terms of changing needs. And the responsibility of the teacher training agencies cannot stop once their product is established in a teaching position. They must continue to provide stimuli and opportunities for personal and professional growth in service.

For the teacher now in service the implications are clear and even prophetic. No longer is he the forgotten man in the forgotten profession. No longer can he pose as the self-sacrificing public servant whose compensation is almost entirely in the thanks he receives from the few grateful pupils. No longer can emotional instability because of frustration in his desire for social recognition be the pattern. No longer can he disregard the necessity for growing in his profession—growing by such means as affiliating with professional organizations, reading professional books and journals, and enrolling in various types of programs of in-service training. The teacher of 1946 and preceding years is gone; he continues to exist only in the mental and emotional attitudes of those people who still live in the past; he and his kind will find themselves soon among ever-thinning ranks. With the emerging of teaching as a profession, it seems mandatory that the teacher in service ready himself to assume professional status.

The child, of course, is the focal point in all of these implications. It is toward him that the "new look" in teaching is directed. It is in order that he may have the opportunity to "burgeon out all that is within him" that schools and teaching and teachers exist. And it is in the in-

creased capacity to direct the physical, mental, and emotional life of the child that the justification of the "new look" in teaching is to be found.

J. E. COBB

State Teachers College  
Terre Haute

## OBJECTIVES—ESSENTIALS OR A WASTE OF TIME

Certain words in the technical language of education have developed unsavory connotations. The reaction produced by these words is similar to that produced by igniting a fuse attached to a high explosive. In some cases, the result is simply a quantity of sputtering and much smoke. Too often, however, the act produces a devastating explosion.

One such term is "objectives." Use of the term with groups of teachers frequently elicits unhappy consequences. It does not follow necessarily that the irritative effect of the word proves that those irritated prefer to teach in an aimless way. Professional education, as all other professions, is guilty at times of such a misuse of terms as to produce contempt for these terms. Experience, however, suggests that this may not be the whole explanation.

A casual analysis of the causes for irritation indicates another explanation. The thinking of many teachers is so dominated by the logical organization of their subject-matter fields that a request to state the objectives of their courses becomes a request to state the obvious. "Why go to the trouble to write out the objectives of my algebra course? Everyone already knows what they are."

No thinking person would condemn logical organization of a field of subject matter. The alternative obviously would be chaos. Adverse criticism is justified only in those instances in which course objectives are dictated by the logic of subject-matter organization rather than by the needs of the learner. Logical organization of mathematics presents a ready-made set of objectives for algebra. The needs of the individual learner, however, most often present a body to which ready-made objectives do not fit.

The educational program of a high school or of an undergraduate college is made up of many courses. If completion of either of these educational levels is to escape being a meaningless accretion of experiences in unrelated courses, there must be a set of institutional purposes stated in terms sufficiently specific to define the end and product which the high school or the college seeks to produce. Moreover, if logical organization of subject matter is unsatisfactory as a basis for

determining the objectives of a single course, it is reasonable to conclude that combining a host of unsatisfactory course objectives will not produce a satisfactory set of institutional purposes.

The outcome suggested is not an elimination of organized knowledge, but rather the concession that no single pattern of organization is so inviolable as to deny the possibility of alteration. The algebra teacher, or for that matter, the history teacher, the chemistry teacher, or the teacher of English literature, is not asked to destroy organization, but to alter it in manner consistent with making subject matter the servant of the learner rather than the master.

This approach imposes the initial obligation of stating in clear, definite language the purposes for which the high school or the college exists. These purposes will be stated as a result of a co-operative study of the educational needs of human beings in a democratic society. On the basis of these purposes, objectives of departments or divisions will be determined; and finally of individual courses.

Without these stated purposes, construction of the educational program becomes either an incessant battle among representatives of various subject-matter fields, or a state of tacit recognition that such battles are fruitless. In the latter case, each teacher pursues his work with no master chart for guidance other than his own particular set of values. Any similarity between what he seeks to do and what other teachers are doing is purely coincidental, and the individual learner is left to his own ingenuity to discover relationships.

"Objectives—essentials or a waste of time?" The answer is so apparent that, as with the algebra teacher, everyone should know it. In spite of this situation, however, many educators still manifest irritation when they are asked to substitute order for chaos in constructing an educational program.

J. W. REYNOLDS  
Peabody College

## BETTER TEACHERS FOR OUR SCHOOLS

"The College accepts the principle that teaching should be considered a privilege, and only those qualified should prepare themselves for the profession." So reads the bulletin of the Southwest Texas State Teachers College under the heading of Fundamental Principles and Policies.

It has been difficult for this college to live up to this principle, but it has become increasingly so in these days of teacher shortages. At the moment, there are about 100,000 teachers in the United States who

do not hold standard teaching certificates and this large group of sub-standard instructors is not helping the reputation of the profession. Recently, leaders from the NEA revealed that 600,000 new teachers will be needed in the public schools in the next five years. The dilemma of selecting only the best under pressure of this tremendous need is a challenge to the best efforts of any college, such as ours, which acknowledges teacher education as its major responsibility.

Logically, the problem of vocational and professional guidance of students is primarily that of the Personnel Division of this College, but it is recognized that only through the combined efforts of the staff can a satisfactory solution be found. The Personnel Division has been organized as a comprehensive or all-embracing agency which considers the all-round development of students. The major concern of this specialized program is to insure, in so far as possible, that students may not only discover the type of work for which they are best fitted, but also, to direct them toward that work, that curriculum, or that institution which can offer them the type of preparation which will best prepare them for their life's work.

In the main, the program of this division considers its major activities to be, first, to help students to discover for themselves their own potentialities, interests, and needs; second, to help them with problems involving personal adjustments in campus surroundings; third, to assist them in making wise vocational and professional choices; and fourth, to counsel them on the difficulties encountered in their journey through college.

Specifically, the positive approach followed by the College is in seeking to attract to the teaching profession those students whom our tests and our personal conferences indicate would make outstanding teachers. This is accomplished by acquainting them with their aptitudes and with opportunities in teaching, by dignifying the profession, and by assisting in the struggle for higher pay and better working conditions for teachers.

The negative approach is not so easy. This involves the task of eliminating through guidance those who are unfit for teaching. Through counseling, testing, and other means it has been discovered that most students will eliminate themselves from the profession if objective data reveal that they may not be successful or happy in the profession. Under all circumstances the decision must finally rest with the student.

One of our staff who is greatly concerned about the profession and the current teacher shortage, states that in his judgment, we would be rendering the profession of teaching a greater service and would be serving the greater good of our democracy if we trained a hundred excellent teachers rather than five hundred average or mediocre ones.

During the college year 1946-47, the Placement Bureau of this college received 2,600 unduplicated notices of teaching vacancies from public school administrators. Actually, 162 new teachers were placed. The follow-up of this group indicates that some progress has been made in the quality of our product and that counseling during the pre-service period with professional standards dominating is promising.

It is perhaps trite to say that since the program of teacher education affects all the children of all the people, it is a matter of great concern that all institutions engaged in the task of preparing teachers for our schools should be greatly concerned with the quality of those who choose teaching as a profession.

J. G. FLOWERS

President, State Teachers College  
San Marcos, Texas

## EDUCATION AS A CO-OPERATIVE ENDEAVOR

Despite the fact that co-operative planning of educational programs is receiving considerable publicity as a new venture in education today, it is not a procedure peculiar to modern education. Evidences of such co-operation are to be found in educational programs from the beginning of organized educational planning. However, as never before, the need for the co-operation of all forces towards the development of a program of education for youth and adults is recognized throughout our nation and, to a much lesser degree, throughout the world. In the early history of educational planning, parents, teachers, ministers, and all members of the community lived, worked, and planned closely together. Therefore, this renewed emphasis on co-operative planning is a reverting back to re-establishing of those values lost to educational programs because of the ever-widening chasm that has developed between the four teachers within the community—namely, the parents, the teachers, the church, and the general community life.

To analyze problems and to secure the greatest contribution from co-operative planning sound leadership is essential. Education as a co-operative endeavor demands an understanding on the part of professional leaders as to their privilege and responsibility to provide guidance for the program undertaken. This not only includes the planning, but also includes the actual follow through and the replanning necessary to the success of such programs. Furthermore, it requires adroit leadership to secure the best thinking and the worth-while assistance of all groups, and yet, at the same time, to insure that plans

made will provide a balanced and sound program. In the development of such a program lay citizens will assist the professional leaders in determining needs and making available necessary means, satisfactory materials, adequate facilities, and sufficient qualified personnel for continuation of plans and programs suited to these needs. However, the final decisions in the actual development of programs and the procedures used for the organization and for the classroom instruction demand professionally trained personnel. Securing qualified leadership to work with groups at the varying levels of understanding and persons who can work in such a manner as to raise this level of understanding is the greatest need in co-operative programs of education.

Whenever plans are made to include the lay public and civic and professional organizations in the development of educational programs many problems arise. Up to the present time too many co-operative programs have been of the emotional type. Frequently the needs are determined, at times means are made available, but far too little attention and emphasis has been placed on finding adequate leadership, necessary personnel, facilities and materials for the actual development of the program. Too often has the interest and enthusiasm ended at the very time when assistance and cooperation of all groups was demanded if satisfactory progress was to be made. Far too often the cooperative program has been centered around one or two leaders, and, when this leadership was no longer provided, not only was no further progress made but no noticeable evidence of previous growth is apparent. At times, too little attention is given to long range planning to develop common understandings, goals and procedures by an ever expanding group.

It appears that many co-operative programs are developed on a temporary basis and are results of hurried planning stimulated by some emergency or some pressure group, which, however worthy, was primarily interested in getting some particular program developed. There are far too few evidences of co-operative planning based on a true spirit of service for the development of a program based on actual needs and each agency or group contributing towards meeting these needs. At times programs begun as a co-operative endeavor have tended to become competitive endeavor.

Leaders in education have a responsibility to lay foundations for co-operative endeavor which will build common understanding of needs, to co-operatively determine steps to be taken to meet these needs, to work with the home, the community and the church in the development of one program which will best contribute to the optimum development of each person regardless of race, sex, or creed. This means

that plans will be made to determine just where and by whom the best contribution can be made. In programs developed in such a manner the school will not attempt to assume those responsibilities which the home can and should assume, but it will assist the home to be prepared to assume its rightful responsibility. Neither will the school assume responsibility for service that should be provided by other professional agencies. It does mean that the school will assume responsibility for assisting these agencies in organization for work and in the development of their programs. Neither does it mean that the school will assume the work rightfully belonging to the church, but it will provide an atmosphere of spiritual reverence and will co-operate closely with all creeds to the end that each may find a satisfactory spiritual life according to his or her beliefs.

As the development of co-operative educational programs have many problems which require wise leadership, just so do the programs within the home, the church, and the community require such leadership. The problem then is how to provide this leadership for all groups. This in itself is the greatest contribution that can be made through education as a co-operative endeavor; for a co-operative program, soundly developed, under worth-while leadership does not die but expands into many groups and in many directions and develops many leaders. It is important that all concerned recognize that co-operative planning is a continuous way of work which results in a way of life within the school, the home, the church, and the general community that is essential to the perpetuation of our democracy. What then can be of greater value than the development of leadership ability at all age levels and within all groups in order that this significant trend in education may be developed to the fullest measure!

MRS. DORA SIKES SKIPPER

Co-ordinator, State Supervisory Program  
Florida State Department of Education

## BREAD OR FREEDOM?

There is less novelty in the present challenge of totalitarianism than many timid souls and most alarmists seem to realize—and there is also a more fundamental issue than most teachers are yet willing to admit.

Totalitarianism is an old, old story.... If you have a horse and he escapes into the pasture, you take a carrot, or some feed, and go out to catch him. You offer the horse food, and the animal comes to you. While he is eating, you slip the bridle over his head. After that, the horse

works for you. You give him just as much food, or just as little, as suits your purpose. If the horse gets fat and lazy, you starve him; you feed him if he gets too lean and weak. . . . Some Europeans have only recently rediscovered this principle, the basic principle of government with variations the world over, and for centuries.

Even in democratic governments, and in defense of western civilization, the variations of this principle have been only slightly refined. The electioneering promise of bread to the poor—"Pass the biscuits, pappy"—and of property to the rich—"lower taxes"—is repeatedly successful, particularly if, in return for their votes, the political candidate will also promise to protect each group from the other. There is nothing novel, then, in the Marshall plan, in the loans for China, or in the posters splashed around Japan: propaganda pictures of the fuller life, showing flush toilets, luxury liners, big bridges, towering skyscrapers, swimming pools, and chocolate sodas. Since Russia is bidding for the support of starving peoples who want bread, the free world of capitalism and democracy must certainly provide more bread, even cake. This approach is definitely realistic and valid; but it is, if we stop there, also shallow. Man, somewhat differing from horses, does not live by bread alone.

The real challenge of totalitarianism is not that it forces a choice between red bread and white bread. The choice is between bread as an end in itself in accepting which man surrenders his freedom, and bread as a means to freedom in the acquisition of which man will be free to choose his own form of government and social system. Fundamentally, man must choose between an ancient Christian tradition of freedom (never, it is true, more than partially realized) and a promise (never more than a promise) of socialist abundance in which man will wallow like a drunken Greek god, regimented by an absolute government, enslaved by his own greed. The issue, squarely, is not confined to the materialistic level of bread, but is between bread and freedom.

How can education present this conflict not as one between red bread and white bread but as between bread with regimentation (i.e., slavery) and bread with freedom? How can this be done without reference to religion? To put the question sharply, if man is to recognize his real and spiritual end of freedom, founded in and perpetuated by the Christian tradition, how much longer can public schools bar the door to religious training?

We cannot preserve a Christian society without a Christian environment. The challenge of totalitarianism forces us to admit that either our system of human values is not worth preserving or that education can have no part in its defense. Another holy crusade is no solution

for our dilemma is apparent: If our civilization destroys itself, either the eternal values of our Christian society are neither eternal nor Christian, or the sanity of the civilization that destroys itself is insanity. The uncompromising logic of an absolute war, an atomic war which—win, lose, or draw—will eradicate western civilization, forces us to face an absolute issue. This issue is not that of Church and State, nor yet that of sectarianism, for those issues are history, but the issue of the complete secularization of public education. Total war forces us not only to re-examine that pattern of liberal values founded upon the Christian concept of the dignity of man, but, specifically, to reconsider the barriers between education and religion.

Education having assumed the chief custody of man's sanity, it follows, not illogically, that if Christian society cannot be preserved without a Christian environment, any system of education which is not religious is as false as any system of religion which is not educational. If education cannot adopt an essential Christianity, laicized and non-sectarian, then it must distill from religion, and provide against the totalitarian doctrine (and the contingency of an absolute war) together with all the paraphernalia of an ideology, a system that is better! For, if man is to choose between bread and freedom and perhaps die for his choice, how can teachers extol the virtues of Christian society and ignore its principle? How can teachers prate of eternal values and assume the existence of a morality bound to religion, but for fear of sectarianism, deny that these values and this morality can be taught in the school?

F. EDWARD LUND

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## TEACHING: A PROFESSION OR A PART-TIME JOB?

Teaching is a difficult task, which, if properly done, requires all the time and energy that a professionally trained person can devote to it. Not only must a teacher meet classes, but careful preparation is also needed for each class. Rest, both physical and emotional, is essential. Much time is properly to be used for reading, for contemplation, and for seeking the counsel of other teachers. Without these and kindred opportunities, professional growth does not take place; without professional growth of the teacher, education becomes stagnant, and the pupils are deprived of their rightful opportunity for the best possible educational advantages.

The foregoing statements are of the kind usually to be accepted without much argument. On the other hand, belief and practice are frequently divergent. A great many teachers, presumably charged with full-time teaching responsibilities, are presently engaged in part-time work for pay in late afternoons and evenings, Saturdays, and holidays. This part-time work usually indicates the financial difficulties of low-salaried teachers trying to make ends meet during a period of price inflation. It also indicates an inevitable decrease in the time and energy a teacher can devote to school work. In many cases it lends to a genuine division of interests to the extent that school work becomes not the all-absorbing profession that it should be, but rather only a part of the means by which the teacher earns a living.

Teaching as a profession suffers a serious loss of prestige following any division of effort on the part of its practitioners. The teachers who are forced into part-time occupations to supplement their income cannot be expected to maintain the highest level of respect for that work which fails to provide adequate support for themselves and their families. Students who see their teachers clerking in a store on Saturday find it difficult to be impressed with their academic leadership on Monday. Members of the general public tend to view on a lowered level any group whose occupation fails to command their full-time allegiance.

Specific examples are not lacking. Of one faculty of 39 members, all with full-time teaching assignments, a number are involved in part-time additional occupations. Included are these cases: one operates a woodworking shop and acts as rental agent for real estate; one is part owner of a dairy farm; one works part time in a cleaning and pressing shop; another keeps books for an auto parts agency; and the last to be mentioned clerks in the local branch of a mail order house. These examples are typical of those to be found throughout the country. In each case considerable time and energy must be devoted to the part-time additional occupation. One may well ask how teachers thus engaged can give their best to the work of the schoolroom. The answer is obvious—they cannot.

Some contact with the business world improves the practical viewpoint of teachers and is to be desired. However, this is true only to the extent that such contact is held strictly to the level of a leisure time activity. Teachers presently considered can hardly be thought of as having any leisure time.

The most obvious remedy for this condition would appear to be a stiffening of administrative backbones to the extent of forbidding teachers from participation in other vocational activities. Such a

remedy is not very practical. The cost of living has advanced so greatly that teachers cannot maintain an acceptable standard of living without resort to other activities to supplement their incomes. Teachers whose pride of profession is commendable have been forced to compromise when confronted with the fact that Junior needs new shoes and that milk costs more than 20 cents a quart. It is simply beyond the bounds of reason to expect a teacher to support a family today on a nine-month salary of about what a plumber's apprentice receives.

If sufficient money could be found to grant adequate cost-of-living increases in teachers' salaries, or if the cost of living were decreased sufficiently, the problem would lend itself to a simple solution. Most teachers would prefer to devote themselves whole-heartedly to their schoolwork, if it were financially feasible to do so.

It may not be possible to bring about the financial adjustments necessary to the professional welfare of teachers. The remedy must depend largely on the will and the ability of the taxpayers who own the schools and whose children attend them.

It seems reasonable to believe that better value would be received from the educational tax dollars if these were provided in sufficient number to purchase the whole-hearted, full-time efforts of the teachers. If such improvement is not forthcoming, it is proper that all concerned be aware of the inevitable results of the present conditions. Two of these results will be:

1. The progress of teaching as a profession will receive a definite and a serious setback, and
2. The present generation of American youth will suffer from the lack of teachers whose devotion to the work of education is complete.

RODNEY CLINE

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Monroe, La.

## SELLING EDUCATION

Progress in education rests on horse sense. I have been in the business of selling education for almost a dozen years, and that's the way it appears to me. "Let's have glorious ideals for education, but let's use horse sense in achieving them," President Henry Harrington Hill of Peabody says, according to a recent article in *Time Magazine*. That's the kind of horse sense I mean.

Your business is education, too, or you wouldn't be reading this page.

So because education is your bread and butter, you also are a salesman, whether you like it or not, for you represent the product. Maybe you would like to leave the job of selling education to someone else. Maybe you think it is not up to you, only the concern of those employed specifically for the task. But actually, no selling method can accomplish the job if you don't help. For you represent Education to the public mind.

Horses hold their heads high. Did you ever notice that? And a horse of good breeding is proud of his work, when pulling a milk wagon, carrying a mounted policeman, or driving the cattle home. But sometimes we educators forget to hold our heads very high. Sometimes we are not too proud of our loads. Sometimes we try to jump the traces or even to hide under fancy blankets. While a certain humility within the profession is admirable, who will follow us if we deny our life work?

Horses can be trained to pull together. But sometimes we educators, though trained, upset the applecart by pulling every which way. Our teachers won't speak to each other, our administrators won't compromise, and our leaders go off on tangents. No wonder we take a beating from the public. If we would settle our differences in private and present a united front—in fact, practice what we preach—education could be on top of the world.

Horses talk so other horses, and sometimes even people, can understand them. But what about us educators? There's nothing more boring to a group of laymen than to hear us talk when we use a language all our own. If we believe that education must begin where the child is, certainly, too, we believe it must start where the adult is. Talking in astronomical terms or pedagogical language or psychological concepts won't get our message across. It only confuses laymen and makes them think we're a queer bunch. So let's talk a language other people can understand when we open our mouths in public.

That's what it's going to take to sell education: pride in our work, ability to get together, and plain talk. In other words, just horse sense.

GERTRUDE M. HALL  
Director of Publicity  
Illinois State Normal University

## TEACHING INTERESTS OF STUDENTS AT EAST TEXAS STATE TEACHERS COLLEGE

The purpose of this article is to report results of a campus-wide survey conducted at East Texas State Teachers College at Commerce, Texas, in an effort to determine the numbers and percentages of students enrolled in that institution who were planning to enter the teaching profession.

Data were collected by furnishing the students in the several departments of the college with blanks on which they were asked to indicate their classification and to answer either "yes" or "no" to the question, "Are you definitely planning to enter the teaching profession?"

A total of 1,586 students answered the question. Of this number, 810, or 51.1% answered "yes," and 748, or 47.2%, answered "no"; while only 28, or 1.7% were undecided.

Of the 522 freshman students responding, 295, or 56.5%, said that they had no intention of entering the teaching field; while 215, or about 41.1%, had made definite plans to that end. Only 12 freshman students, or about 2.3% were undecided.

At the sophomore level, the affirmative and negative responses were about equal in number and percentage, there being 211, or nearly 50%, of the former, and 208, or about 48% of the latter. Seven, or approximately 2%, of the responses at this level indicated no decision had been reached.

A total of 328 responses were received at the junior level, an analysis of which points to an upward trend in affirmative answers. Of these 328 responses, 184, or more than 56% were "yes," while 138, or slightly more than 42%, were "no." Five junior students, or a little less than 2%, were undecided.

At the senior level, the pattern shows a rather sharp change in favor of teaching. Of the 426 responses received at this level, 160, or 65%, indicated plans for entering the teaching profession; while only 83, or 35.4%, showed preference for other vocations. Only three seniors, or about 1%, indicated that they were undecided.

In the Graduate School, a total of 64 responses were received, none of which indicated a lack of decision. Of the 64 students reporting, 43, or slightly more than 67%, said that they were planning to enter the teaching profession; while only 21, or about 33%, indicated that they were not interested in teaching.

An examination of the data as presented above establishes the fact that more than 50% of the resident student population of the East Texas State Teachers College are definitely planning to enter the teaching profession. This would tend to indicate that the current curricular emphasis upon teacher education at this college is justified.

C. H. THURSTON

Professor of Education

## PARENT AND TEACHER SURVEY EACH OTHER

Rarely does any pupil have an ideal learning environment where conditions in both the child's home and school are perfect. When the boy or girl fails to make normal educational progress, it is common practice for the parent to place all blame on the teacher, while the school asserts with equal vigor that the cause of the retardation lies in the home background.

In the final analysis, both the home and school have one fundamental objective and that is to do everything possible to promote the child's learning and general development. This should stimulate the parent and teacher to make a supreme effort to meet on some common ground for pupil understanding. There most surely is a vital need for some type of yardstick by which the school and home could measure one another as their respective influence bears in upon the pupil's responses and reactions. Following are suggested factors to take into account in this two-edged survey.

### SCHOOL LOOKS AT THE HOME

It is easy for any home to look for external causes for the child's learning problems. Yet in many instances the root of the trouble lies immediately in the home surroundings. The skilled teacher studies home influence on learning. What are these items the teacher looks for and has a right to expect of the child's parent in the process of making him entirely teachable? There are a number of them but the major ones are these:

1. *Proper physical background for good school work.* This includes cleanliness, neatness in dress, but most especially refers to diet and sleep. The child's whole outlook hinges on proper attention to his feeding and rest. Even his conduct is conditioned by them. Every pupil should average nine hours of sleep and have wholesome food, properly prepared. This is the sole responsibility of the parent .

2. *Support of school policies.* Too often the child brings home a report of some new school regulation which he doesn't like and ultra sympathetic and unthinking parents encourage him in his antagonism. Nothing can stifle learning more quickly. Frequently the pupil's report is inaccurate. Perhaps the policy is out of line, but in all cases the school must be supported in the presence of the child. If there is any move by the parent at all, it should be to seek a conference with the teacher to complete the understanding in the matter.
3. *Home responsibilities for the child.* Boys and girls must be taught responsibility at home if it is to be expected at school. Taught to pick up own clothing, toys, minor chores and tasks. The farm home has an advantage here. Could this be a reason why more men in "Who's Who" in America were reared in rural homes? The child who isn't taught to tie his own shoes before starting to school usually finds the going rather difficult. The school builds upon this ability to do things. Its foundation lies in the home.
4. *Character background.* A few children lift themselves above the level of an inferior home. Attitudes and behavior patterns of most boys and girls rise no higher than those of their parents. There should be more alertness on this. Character after all is *caught*, not *taught*. And most of it is caught in the home. The school has a right to expect both parents to set examples for their children. There is evidence that children who attend Sunday School and Church have finer school reactions. All of this is a part of the character background.
5. *Home interest, encouragement, and stimulation of child's school activity.* Nothing counts for more than this. In too many homes the only casual show of interest is in the pupil's periodic report card. It takes more than that. Every parent, older brother and sister, and all, must display a keen interest and concern for everything the child does at school: his daily lessons, hand-in work, playground and recreation activities, and special programs. This will pay real dividends in learning progress.

#### HOME LOOKS AT THE SCHOOL

Because it is a publicly supported institution it is quite natural that the home has been more critical of the school than the school has been of the home. This should not be true. One is just as important as the other. Yet the school must recognize its share of responsibility for the child's learning reactions. There is no escaping this. Much has been

said and written about those things the parents expect of the teacher. When they are all simmered down the following would be outstanding:

1. *Personal interest in the pupil.* Too many teachers teach only classes. Pupils should never be lost in groups. Learning is an individual matter. Whether the child learns rapidly, slowly, or with average speed, he deserves and needs careful personal attention to his every response. This implies testing of all kinds, interviews and counseling, home visitations, and sound analysis of data in reaching logical conclusions. Teachers have done too little of this. More will be needed in the days ahead.
2. *Teachers should be good examples.* This refers to dress, promptness, speech, church attendance, choice of literature and recreation, and all. It doesn't mean living an abnormal life. Yet, it must be recognized that no person in the community life except the minister, is more carefully scrutinized. The entire learning attitude of the child is conditioned by the patterns established by the teacher in his own living habits.
3. *Firm in pupil controls.* Parents want this. Even if there is laxity in home discipline, they want the school to make up for it. How much better if both would be firm. Some teachers believe that soft control develops pupil respect and liking for the teacher and hence improves learning. The exact opposite is true in such cases. In the long run, the teacher who insists upon obedience to right conduct wins confidence and pupil learning rate follows in proportion.
4. *The teacher must know his stuff.* There has been more home complaint on this item than on all others. There is no denying that teaching is a technical process and demands preciseness in preparation. The teacher is expected to know and when he doesn't there is a lowering of respect. There are two angles—he must know his subject matter to be taught and the methods by which the process of learning takes place. It doesn't necessarily mean superior teacher scholarship—just day by day preparation is all that is needed. The blind can't lead the blind.
5. *Teacher must be experimenter.* The parent wants his child's teacher to try new ideas and be alert for better methods and devices. The good teacher strives for improved results each day. This demands experimentation and careful research. In the classroom and in the laboratory the progress comes by attention to newer and more skilful approaches to learning. The pupil deserves to have teachers who don't die in ruts.

## CONCLUSION

There would be dozens of other factors to be surveyed by both home and school as the two look at each other. Those above are the most important. What mighty power there could be in child learning if the home and school could square off and conduct an unbiased examination of each other! Much good would come from such a study of each pupil's learning environment.

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## HOW SCIENTISTS REASON

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Scientists are human beings. They are not magicians, sorcerers, or wizards, although they have often been accused of practicing the black arts. They are seers only to the extent that they can suggest the effects that follow causes, and soothsayers in the degree they wish to hazard their reputations by prediction.

Scientists as individuals possess the human frailties common to their age and stage. As a class they are better trained than the average well-informed citizen. They are specialists to a degree that colors their thinking on most subjects. Their philosophies, in practice, give them better title to the classification *Homo sapiens* than is deserved by most politicians, publicists, and leaders of social thinking.

The spirit of science is the search for proof. Are there degrees in the scientists' certainty of truth? Can all truth be established, or do even scientists accept some truth on faith? Scientists are indeed quite willing to go beyond experiment, using logical deductions, valid assumptions, and other intellectual exercises in reaching their conclusions.

In other words, scientists reason. Not every conclusion reached by reason, however, has an equal standing in the minds of scientists. Since they treat even uncertainties scientifically, scientists have classified and named appropriate categories of certainty. These are in descending order of proof established by experiment.

In discussing with students how scientists reason, it has seemed helpful to use certain simple mathematical formulas as analogies. A number (as 2) represents a fact proved by experiment; a letter (as  $x$ ) a conclusion reached by reason.

A LAW—( $2+3=5$ ). The formula implies objective data only, obtained either with ease, or by the most extensive, complex experiment. The facts are indisputable by any reasonable person. Modifications only establish the conclusions more firmly—as ( $1+4=5$ ). A principle on which experimental data is essentially complete, or in great abundance, is called a *Law* by scientists.

A *law is a certainty*. Laws are the highest categories of scientific reasoning. Evidence for them is cumulative, convincing. Among the

laws of science are the Law of Gravitation, the Law of Inverse Squares, the Laws of the Lever and of the Pendulum, and many others. It is often convenient to name laws after their early proponents; Mendel's Laws of Heredity, Avogadro's, Boyle's, and Charles' Laws relating to gas volumes, are examples.

A THEORY—( $x+3=5$ ). Logical interpretation of adequate experimental data may assign value to an unproved concept. This may be hardly less certain than the facts on which it is based. Such a product of reason is called a *Theory*. The word is Greek for "something viewed"—usually with much confidence.

A *theory is a probability*. It is of lower rank than a law. Among the theories discussed in science classrooms are the Quantum Theory concerning light, the Gene Theory of heredity, the Recapitulation Theory of embryology, the many-sided Electronic Theory of matter. Many theories become promoted, in time, to laws; Mendel's Theory about heredity and Dalton's Theory of atoms are examples. Some theories perish as new facts are discovered; no text now presents Ehrlich's Side-chain Theory of toxins and anti-toxins.

There is no sharp line between a theory and a law. In respect to borderline cases one scientist may be satisfied with the data, while another requires more for his full acceptance. Shall it be the Law of Evolution, or the Theory of Evolution? In general, scientists are conservative, and are likely to refer to a theory for a generation after it might be accepted as a law.

AN HYPOTHESIS—( $x+y=5$ ). The formula represents an obvious phenomenon (5) due to unproved causes. Scientists feel—and accept—the challenge to solve such mysteries. They believe that all effects have causes, hence there must be an answer to the question, "How did this thing come to be?" A suggested explanation is called an *Hypothesis*; the word is Greek for "in a lower place."

An *hypothesis is a possibility*. It has less support from evidence than has a theory. It is subject to modification, or abandonment, when new evidence is found by experiment. Examples of hypotheses are the Nebular Hypothesis of the formation of planets, Prout's Hypothesis of atomic structure, and many others. Scientists modestly label their own explanations as hypotheses, depending upon later authorities to promote these to theories or to laws.

Many hypotheses are guesses, and are frankly recognized as such by scientists. Laymen and critics have often failed to note that science is different from dogma; that a scientist may have strong doubts, and yet not be ashamed.

A POSTULATE—( $x+y=z$ ). The human race has many dim recognitions of existing forces. Scientists may agree to accept some unproved phenomenon ( $z$ ) as a basis for discussion, and earnest study. Such an acceptance is a *Postulate*, meaning “something demanded” in Latin.

A *postulate* is a thing of faith. If any part of it could be proved experimentally and objectively, it would be at least an hypothesis. The human race has a great capacity for faith, and numerous postulates are earnestly believed. Many scientists sincerely accept the postulate of a Supreme Being, and resent the attitude of a few who deny His existence because He can not be weighed and measured. Man's soul, as distinct from his body, is also a postulate accepted by some scientists but rejected by others.

Among the strictly scientific postulates are ideas about the origin of matter, and of life. Each is here—but how? Since it is proved that all matter in the universe is breaking down, the postulate of a building up of matter “is demanded.” If there be no such aggradation, then the final degradation of all matter into a few degrees of heat, spread throughout the universe, is a doleful end to everything!

AN AXIOM—( $a=a$ ;  $b=b$ ;  $c=c$ ; etc.). Certain things are not to be proved. They are self-evident, though unexplained—possibly unexplainable. The existence of matter is such an axiom—so is life—so are the phenomena of reproduction. Consciousness is an axiom of animal life—but who can *prove* that plants are unconscious?

An *axiom* is a matter of experience. We may be satisfied to let many axioms alone, accepting them without inquiry. The chief reason why the native of the tropic jungle is not a naturalist, although surrounded by nature, is that he does not have the curiosity to become a scientist. Natives of the “civilized areas” are often equally indifferent to the science that serves them. This is a trait of human nature against which every thinker of new thoughts contends.

INFINITY—(∞). Certain concepts exist that are too great for human understanding. What is the volume of limitless space? What is the full duration of endless time? What is the precise nature of life? What are the complete powers of the Supreme Being, if the postulate of His existence is accepted?

All of man's reverence is brought into his thinking in the presence of ideas of these magnitudes. Scientists, having more opportunity than most humans to observe the marvels of matter, and with minds trained to clearer logic in classifying the results of reasoning, are among the most truly reverent of mankind.

## AN APPRAISAL OF THE AMERICAN POETS LAUREATE

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Since 1919, when California began the state practice of appointing poets laureate, seventeen American states have each designated at least one laureate. Ten of these have each made one appointment to the laureateship. Colorado has named two laureates; California and West Virginia, three each; Georgia, four; Oklahoma, six; and Texas, seven. The state-laureate-naming practice spread from California through five other western states, namely Colorado, Idaho, Nebraska, Oregon, and South Dakota, and through eleven southern states, namely Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Oklahoma, South Carolina, Texas, Virginia, and West Virginia.

The purposes for choosing poets laureate have been indicated in official documents conferring the honor—for example, in governors' proclamations or in assembly resolutions. Governor Walter M. Pierce proclaimed Edwin Markham the poet laureate of Oregon in recognition of Markham's "character and personality" and "brilliancy as a poet." Governor Clifford Walker proclaimed Frank L. Stanton poet laureate of Georgia because of a desire to honor a beloved man who was a great poet. The California resolution conferred the title, "The Loved Laurel Crowned Poet of California," upon Ina Coolbrith because of her contribution to literature. The Texas Senate Concurrent Resolution Number 82, adopted in 1933, expressed the intention of honoring an "outstanding and recognized poet." The Virginia resolution appointing Wormeley expressed the opinion that he would "honor and adorn" the title. The primary purpose for appointing a laureate has been to honor a distinguished poet and to encourage creative effort.

Alabama's poet laureate, Samuel Minturn Peck (November 4, 1854—May 3, 1938), published seven volumes of simple and spontaneous lyrics. "The Grapevine Swing," perhaps his most popular poem, is reminiscent of boyhood days and of the delights of swinging upon a grapevine. "A Southern Girl," an example of *vers de société*, describes the beauty and charm of the typical Southern maiden. The poem entitled "A Knot of Blue" in *Cap and Bells*, 1886, and entitled "The Little Knot of Blue" in Kellogg and Shepard's *Yale Songs*, 1889, is a love lyric. Thomas G. Shepard, one of the compilers of *Yale Songs*, set Peck's poem to music. Peck was especially successful in writing lyrics of the *vers de société* type.

Arkansas' laurel poet, C(harles) T(homas) Davis (March 26, 1888—December 21, 1945), for many years wrote for the *Arkansas Gazette* a column entitled "Jes' Ramblin' Around." Soon after publication of his first volume of verse, *Poems*, 1923, he was appointed laureate. His second poetic book, *Riders in the Sun*, 1927, contains nature lyrics, love lyrics, sonnets, fantasies, didactic poems, and two Memorial Day poems. A sonnet, "The Quest," has for its theme the pursuit of the ideal. The theme of "The Verities" is the human interests that have been the topics of conversation for thousands of years, such as vocation, taxation, and exhilaration. "Recessional" reveals the writer's courageous attitude toward death.

California has had three laurel poets. Ina Coolbrith (real name—Josephine Donna Smith Carsley; March 10, 1842—February 29, 1928) was the first state poet laureate in the nation. Before appointment, she published four volumes of poetry; after appointment, a fifth. Her best-known book of verse, *Songs from the Golden Gate*, contains among other lyrics the beautiful "In Blossom Time." Her lyrics, reflecting their author's graciousness, reveal a love of nature and of California. Henry Meade Bland (April 21, 1863—April 29, 1931) published five lyrical volumes, which reveal his love for the beauties of the mountains, fields, valleys, and skies of California. Bland also wrote numerous sonnets on human affection and aspiration and composed some ballades, chants royal, and super-chants. John Steven McGroarty (August 20, 1862—August 7, 1944) was the author of four books of verse, counting the small one-poem gift book, *The King's Highway*. This poem, one of his best-known, is a nature lyric that reveals an interest in California's early missions.

The two Colorado laureates are primarily lyrists, though Mrs. Miller has written a long epic poem, *The Fleece of Gold*. Mrs. Alice Polk Hill (March 22, 1854—August 30, 1921) contributed four lyrics to Kinder and Spencer's anthology, *Evenings with Colorado Poets*. In the 1895 edition of this work appeared "A Friend's Counsel," a poem of advice to a bereaved person to find comfort in God's love. In the 1926 edition appeared "Christmas Hymn," "To Alice—My Namesake," and "I Am Not Ready Yet." The first represents the spirit of Christmas as one of faith and love and joy. The second expresses the wish that the happy child might experience in later life only love and happiness. The third compares a child's unwillingness to cease making block-houses when the time comes to go to sleep with man's unwillingness to leave his unfinished work when Death calls. Mrs. Nellie Burget Miller (June 6, 1875— ) has published, besides her epic poem, two lyrical volumes containing reflective poems and love lyrics. The poem "I Bring

You Silence, My Beloved" has as its theme a love that is too deep to find expression except in silence. The lyric "Prophecy" predicts that Beauty and Love and Life will exist somewhere beyond the present world.

Both of the Florida laureates are lyrists. Franklin N(eill) Wood (May 13, 1877—June 5, 1931) has created poems filled with music, imagination, and a reflection of the haunting loveliness of the scenery and life of romantic, semitropical Florida. In his book *Sunset Horns* are sonnets, triolets, and other lyrics. Among his sonnets are "Florida Memories," about nature in Florida, and "Tampa," setting forth memories of the docks, the flowers, the balmy weather, and the glamorous music of Tampa. Mrs. Vivian Yeiser Laramore (November 8, 1891— ) has published four volumes of lyrics. The latest, *Had Sappho Written Sonnets*, contains sonnets and other poems, treating largely of love and nature. "Tropical Rhapsody" is an appreciation of such a beautiful land as Florida, and "Beneath a Southern Sky" is an expression of the view that nature in the South is lovely enough to have marked the birthplace of Christ.

Primarily lyrical also is the contribution of Georgia's four laureates. Frank L(ebby) Stanton (February 22, 1857—January 7, 1927) wrote for the *Atlanta Constitution* a daily column entitled "Just from Georgia," in which his best-known poems were first published. "Georgia Land," a lyric expressing love for Stanton's home state, sung to the tune of "Maryland, My Maryland," has been a favorite with school children. "Wearyin' for You," a love lyric, was created during the poet's early married life when he was lonely for Mrs. Stanton, who was visiting relatives. "Sweetes' Li'l Feller" (or "Mighty Lak a Rose"), a love poem, was inspired by the illness of the poet's son, Frank, Jr. One quite excellent group of Stanton's verses has preserved Negro traditions in Negro dialect. The sentiments expressed in these poems are largely those of the pre-Civil-War period, about the middle of the nineteenth century. Ernest Neal (September 6, 1858—January 24, 1943) wrote concerning the natural beauties of his native Georgia. "Yonah," the title piece in his first volume, is a description of the majestic scene produced upon Yonah Mountain by the setting of the sun and the rising of the moon. "Calhoun" states appreciation of the Georgia city in which Neal lived many years. Wightman F(letcher) Melton (September 26, 1867—November 13, 1944) published one volume of his own poems, *Chimes of Oglethorpe*, and contributed verse to magazines. Some of Dr. Melton's poems are touched with humor, some with pathos, and some with wistful sentiment. (Oliver Franklin) "Ollie" Reeves (March 12, 1889— ) has published *It's Nothing Serious*, a

collection of graceful, clever, humorous, and reflective poems. The "Foreword" indicates that the author would like to help heal at least some of the world's sorrows by producing laughter.

Idaho's crowned representative, Mrs. Irene Welch Grissom (December 3, 1873— ), has written four lyrical volumes, of which *Under Desert Skies*, presenting lovely descriptions of desert flowers and landscapes, is perhaps the best known. Mrs. Grissom's poetry reflects love for the beauty, the mystery, and the loneliness of the western desert region. "A Pioneer Woman," included by Anita Browne in the anthology *Homespun*, has been widely admired. It is a reflective lyric on the staunchness of pioneer women as deserving equal praise with the bravery of pioneer men. The *Verse of the New West* contains simple and inspiring personal and nature lyrics dealing with life in Idaho and in the west.

Both lyrical and narrative is the poetic contribution of the Kentucky laureate, J(ames) T(homas) Cotton Noe (May 2, 1864— ). Some of his lyrics treat of nature and some are philosophical. *The Legend of the Silver Band* is a novelette in verse; *Oolooloon* is a poetic romance. "Ambition" expresses the desire to write poetry to help people appreciate the beauties of the universe. Among the character sketches is "Tip Sams," a humorous piece portraying a mountaineer whose routine of life was unchanged even by the loss of seven sons in war. Among the philosophical lyrics is "Tomorrow," which utters the hope that the world will have an ideal future, dominated by science, brotherhood, and culture.

Distinctly lyrical is the gift of Mrs. Emma Wilson Emery ( ), the poet laureate of Louisiana. In *Bleeding Heart and Rue* are delightfully musical pieces surcharged with tolerant understanding and inwrought with human emotion. In *Songs of Victory* are poems aimed at alleviating the emotional shock of war. The latter volume treats of war and peace, love and trust and tribute, with infusions of simple, appealing philosophy. The introductory "Velvet shadows are falling" suggests that the purpose of the book is to convey a message of love and sympathy. The companion poems, "I Am War" and "I Am Peace," treat respectively the destructiveness of war and the constructiveness of peace.

Departing from lyricism, which is dominant in the work of most American laureates, John G(neisenau) Neihardt (January 8, 1881— ), Nebraska's crowned poet, has written more epic verse than any other type. He is a lyrist, a dramatist, and an epic poet. Between 1907 and 1912 he published three volumes of lyrics, *A Bundle of Myrrh*, *Man-Song*, and *The Stranger at the Gate*. Even before 1907, he published

a small quantity of lyrical verse. In 1903 appeared "The Voice of the West," which has as its theme the future greatness of the west. Since 1912, he has written and published a few lyrics, among them "Easter, 1923" and "The Lyric Deed," the latter celebrating Lindbergh's epoch-making flight across the Atlantic in May, 1927. As playwright, Neihardt has contributed the volume *Two Mothers*. Towering above his other poetic work in bulk (longer than the *Aeneid*), in length of time used in composition (more than a quarter century), and probably in merit, is the five-volume western epic, consisting of *The Song of Hugh Glass*, *The Song of Three Friends*, *The Song of the Indian Wars*, *The Song of the Messiah*, and *The Song of Jed Smith*. This epic cycle is the story of the white man's conquest over the Indians of the western plains.

All the Oklahoma laureates are lyricists. Violet McDougal (December 19, 1898— ) became joint author, with her sister Mary, of *Wandering Fires*. In the section by the laureate are poems on a wide range of subjects, such as syncopation, ditch digging, imprisonment, war, peace, and legend, presenting delightfully fanciful imagery. "Kentucky in Fiction," notwithstanding its humorous touch, is serious in its plea against misrepresentations of local color that sometimes appear in fiction. "City Born" expresses a nostalgia for the noise of the city as an antidote to the loneliness of the farm. Paul W (illiam) Kroeger (March 20, 1907— ) has contributed poems, mainly on nature or love or some philosophical concept, to magazines and to Conner's *Anthology of Poetry by Oklahoma Writers*. In *Harlow's Weekly* appeared "Contrast," "Light and Shadow," "The Cowboy's Confession," and "I Came to You." In the *American Poetry Magazine*, under the pen name *David Nash*, were published "To the Desired," "Ragman," and "Response." In the Conner anthology are three poems by Kroeger: the nature lyrics "Oklahoma" and "To a Fly" and the love lyric "Simile." In Baker's *Anthology of Contemporary American Poets*, 1928, appeared the reflective lyric "The Dance," expressing a fondness for melody, rhythm, and the beauty and gaiety of life. Mrs. Jennie Harris Oliver (March 18, 1864—June 3, 1942) loved nature as it existed in Oklahoma—the red earth and white dunes, the hills and valleys, the ferns and flowers. The title piece of *Red Earth* reveals a fondness for Oklahoma's red land—soil so attractive that it seemed the gods must dwell there. Besides nature poems, the volume includes sonnets and love lyrics. The last piece in the book, "Oklahoma, Sweet Land of My Dreams," shows the author's love for the state in which she resided. Mrs. Della (Iona Cann) Young (February 8, 1872—May 15, 1945) published two poems, nature lyrics, in Clark and Clifton's anthology, *Old Trails*. One of these, "To the Antelope," conveys the idea that human beings may

lift their faces toward light as do the antelopes which sport upon the plateaus. The other, "October in Oklahoma," personifies the Oklahoman October as an Indian princess decorated with the rich colors of autumn. Anne (Ruth) Semple (June 7, 1900— ) has written concerning Oklahoma and concerning Indian legends. She writes of the vastness, the fertility, and the enthralling beauty of the prairies. Her lyric "Sunset" is beautifully imaginative. "Nahnee" presents a legend about the drowning of a Choctaw Indian's wife. "The Death of Pushmataha" treats of the bravery with which the Choctaw chief faced death. Mrs. Bess (ie) Truitt (June 3, 1884— ) has published the volume *Thistle Down and Prairie Rose*. The section "Moods" expresses attitudes toward life and death, work and religion, beauty and love. "Portraits" contains delineations of various types of character. "Seasonal Cadences" presents poems concerning the four seasons, certain months, and certain holidays. "Laughter Patterns" consists of lyrics on the pleasures of friendship and of love and of the remembrance of childhood and on some themes mildly humorous.

Oregon's laurel poet, (Charles) Edwin Markham (April 23, 1852—March 7, 1940), wrote numerous reflective lyrics and narrative poems. His famous "The Man with the Hoe," published January 15, 1899, became immediately popular. The poems in *The Shoes of Happiness* are buoyant, melodious, rich in imagery and the spirit of brotherhood. The lyrics in *New Poems—Eighty Songs at Eighty* are delightful. Though the moralizing is perhaps too obtrusive, these final poems, written late in the poet's life, reveal a sympathy for suffering humanity and an admiration for heroism.

Creator of twelve volumes of lyrics, Archibald (Hamilton) Rutledge (October 23, 1883— ) of South Carolina is especially noted for his writings on nature themes. For this kind of writing, he received in 1930 the John Burroughs medal. *Rain on the Marsh*, probably his best book of verse, won second place in a Pulitzer contest. In this volume are nature lyrics, love lyrics, elegies, character sketches, philosophical and sentimental poems. The title poem describes the Romian Marsh during rainfall and afterward about the time of sunset. Among the philosophical pieces is "Long Armistice," which treats of death as a leveller. Among the poems of sentiment are "South of Richmond," expressing appreciation of the Southland, and "Peachtree," a simple, wistful lyric stating a desire to visit a place the poet had known in boyhood.

Ballad writer par excellence is South Dakota's (Charles) Badger Clark (January 1, 1883— ), many of whose spontaneous cowboy ballads have been adopted by cattle punchers for singing while they

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work. "Just a-Ridin' " reveals a cowboy's fondness for riding the ranges and his desire to continue to ride in the heavens after finishing his life upon earth. "The Glory Trail," one of Clark's best-known poems, tells, mainly in humorous but partly in pathetic mood, the story of a cowboy's roping a line. "The legend of Boastful Bill" is a story about a boastful cowboy who was thrown by an Idaho horse so high that he has not returned but who if he ever returns will probably be riding a thunderbolt and boasting as usual.

Lyrists are all the Texas laureates. Judd Mortimer Lewis (September 13, 1867—July 25, 1945) conducted for the *Houston Post* a daily column, "Tampering with Trifles." He published five volumes of lyrics, including poems about love, children, and reflections and sentiments. The sentimental lyric "Mamma's Dirl" treats of a mother's love for her little daughter. Another lyric of sentiment, "Longing for Texas," expresses a desire to return to Texas from some distant place. Mrs. Aline Michaelis (December 2, 1885— ) conducted from 1919 to 1935 a syndicated daily feature, "The Rhyming Optimist." Her types of poetry include lyrics of love, nature, sentiment, and philosophy. One of her most praised poems, "While Summers Pass," an elegy of the first World war, expresses a sense of personal loss and the hope of immortality. Another lyric, "A Potent Spell," treats the theme, the power of kindness. Mrs. Grace Noll Crowell (October 31, 1877— ) has published sixteen volumes of lyrics dealing primarily with nature, love, and religious or philosophic concepts. Her first printed poem, "A-Calling You," is a nature lyric about the power of the Indian-summer season to stir nostalgic memories. Among her later nature lyrics are "O for a Field of Clover," showing a love for the author's native Iowa, and "I Grieve for Beauty Wasted," indicating regret that much of the world's natural loveliness fades unseen. Among her reflective verses is "Courage to Live," praying that hope may be imparted to despairing people. Mrs. Lexie Dean Robertson (July 25, 1893— ), writing both under her own name and under the pseudonym *Margaret Tod Ritter*, has published three books of lyrics. In these volumes are love lyrics, fanciful poems, and verses revealing a fondness for children. In "Masquerade" she represents the hills as gypsies. In "Two Rhymes for Children" she pictures the sun as a balloon of fire and the wind as an angry person. In "Texas Memoranda" she writes of lemon trees, bluebonnets, cotton, the coastline, the Galveston beach, and the Pecos river. Mrs. Nancy Richey Ranson ( ), now a feature writer for the *Dallas Morning News*, has published three lyrical books, dealing with love, sentiment, various aspects of nature, and the sketching of character. For two of her

poems, "Whirlwinds" and "The Blind Proof Reader," the Poetry Society of Texas has awarded prizes. Mrs. Dollilee Davis Smith (January 10, 1910— ) has placed in her book *Today Is Mine* both lyrics and narratives. The title poem shows a zest for living. "Daddy's Day for Bill" is the story of an orphan boy whose father was a fatality of war and whose mother was accidentally killed while working in a war factory. "Seek and Ye Shall Find" is touched with imagination, sentiment, and melodious phrase. David (Riley) Russell (December 4, 1902— ) has published poetry under his own name and under the pseudonym *David Ray*. His volume, *There Is No Night*, contains sonnets and other lyrics. The sonnet group, which has the same title as the book, is built upon the theme: Mankind will not succumb to incivility and war, but hope and faith will endure. The section "Hold Fast to Wonder" has the theme: Keeping alive the spirit of wonder and surprise will prevent doubt and defeat. The division "Out of the Flame" contains love lyrics. Such poems as "The Greater Power" and "The Greater Will," from the section headed "In This Dark Time," express confidence that the divine power will establish peace and freedom.

Virginia's laureate, Carter W(arner) Wormeley (October 12, 1874—August 24, 1938), conducted for the *Richmond News Leader*, during sessions of the General Assembly, within the period beginning January 8, 1930, and ending March 12, 1938, a column entitled "The Spotlight" or sometimes "Assembly Spotlight." Using the pseudonym *The Bishop*, by which he was popularly known, he placed in this column quips and whimsical humor concerning legislators and public officials. His verse reveals a love for the ideals of Virginia. His volume, *Poems*, 1904, contains lyrics and narratives. One of his best-known poems, "The Bridge of Years," was inscribed upon a bronze memorial marker, which was unveiled August 13, 1923, at Virginia's Natural Bridge in Rockbridge County. The laureate's last lyric (incomplete), written during the poet's final illness, was a tribute to Governor James H. Price.

All of West Virginia's laureates, Karl Myers (February 2, 1899— ), Roy Lee Harmon (October 7, 1900— ), and James L(owell) McPherson (January 25, 1921— ), have written reflective lyrics. Myers and Harmon have composed nature poems and personal tributes. Myers has also created love lyrics and patriotic poems, and Harmon some poems about war. Besides writing *The Quick Years*, 1926, Myers has contributed poems to the *West Virginia Review* and to *Turner's Stories and Verse of West Virginia*, 1940. The lyrics of *The Quick Years* are marked by variety and pleasing imagery and melody. Among

the poet's later work are the two odes, "Commemoration Ode" and "Return of Spring." The former memorializes the Civil War skirmish of Corrick's Ford and the Confederate Brigadier-General Robert Selden Garnett, who was killed during the retreat from that battle. The latter expresses appreciation of the first spring season after the second World War. Harmon's *Around the Mountains* contains poems describing the beauty of nature in West Virginia. "Grandview at Dawn" describes the striking beauty of New River. McPherson has published in *Poetry: A Magazine of Verse* two lyrics, "To Carol" and "For Belgium," both of which suggest wartime experience. This poet was for three years, the third one in Germany, a radio operator. Harmon was re-appointed poet laureate of West Virginia, October 11, 1946.

By naming them to the office of laureate, their states have honored the thirty-seven poets herein reviewed. Thirty-three of the laureates have published one or more volumes each. The others have contributed poetry to newspapers, magazines, or anthologies. The 127 volumes of verse published by the state-appointed laureates attest to the luster that the wearers of the laurel crown have added to their titles by making praiseworthy contributions to poetic art.

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# MENTAL DEFICIENCY, A CHALLENGE TO EDUCATION

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WILLIAM SLOAN

Chief Psychologist, Lincoln State School & Colony  
Lincoln, Illinois

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At about the beginning of the nineteenth century in the forests of Aveyron a wild boy was found who was running through the forest existing on nuts and berries. He was captured by the townspeople and the news of this strange creature soon spread to Paris. There, a French otologist, Dr. Itard, heard of the story and investigated the case. He took the boy home and attempted to develop in him the common amenities which are necessary for social intercourse. The boy was unable to talk, he refused to wear clothes, and in general, acted more like an animal than like a human being. Itard worked painstakingly with this boy using methods then in use in the training of deaf mutes. While he was disappointed with the results of his experiment he noted much that he considered significant. The boy was recognized by Pinel as an idiot.

Itard's work, however, was not entirely useless because it was through his efforts that others became interested in this problem. Such men as Seguin, Esquirol, and Voisin followed Itard's work and campaigned assiduously in an effort to produce a more enlightened attitude toward mental defectives. They worked also to try to develop methods and techniques which would be successful in the training of mental defectives. Seguin in 1837 organized the first successful school for the training of mental defectives.

From the labors of Itard to the present conference is a long cry. In the interim many men have labored and much has been discovered about mental deficiency. In spite of all that has been done, however, one cannot help but feel that we are merely at the threshold of an adequate realization of a concept of mental deficiency and of the methods which are desirable in dealing with this condition.

In the true academic tradition one should begin by defining his terms. This is both necessary and desirable so that there may be some reasonable assurance that we are all talking about the same thing. To begin with, we use the terms mental deficiency and feeble-mindedness in this country interchangeably. I should like to point out here that in England this is not true since mental deficiency applies to the whole group of retarded individuals while the term "Feeble-minded" refers

to that group which we call the high-grade mental defectives or morons.

I should like to make another distinction, however, between the terms mental deficiency and feeble-mindedness. This distinction is not original since it was pointed out by Dr. Doll at the recent meeting of the American Association on Mental Deficiency. The term "mental defective" includes all of that group who are mentally retarded but socially adequate, while the term "feeble-minded" is used to include the mentally retarded who are *not* socially adequate. According to the report of the White House Conference in 1930, about 13 per cent of the population would fall into the former group. Only a very small fraction of this group, however, can be considered feeble-minded. It will be seen that all feeble-minded individuals are mental defectives but not all mental defectives are feeble-minded. This is an important distinction, particularly when we reduce the terms to the conventional intelligence quotient. If we set an arbitrary limit of 70 I.Q. between the feeble-minded and the normal, we fall into the easy error of the converse. We may say that all feeble-minded have IQ's below 70 but we *would* not be justified in saying that all those with IQ's below 70 are feeble-minded. This approach is more in keeping with the thinking of Tredgold who emphasizes the aspect of social adequacy as the important differentiating criterion. Evidently, it follows that if the feeble-minded are not socially adequate then they should be institutionalized and it follows further that if a mental defective is socially adequate he need not be institutionalized. Inescapably, we are led to the conclusion that the factor of institutionalization will revolve around the social adequacy of the individuals. What then are the factors which constitute social adequacy?

We may answer this question in the negative by determining the factors which constitute social inadequacy. This may be done by finding the elements which distinguish those mental defectives who are committed from those who are not committed. In other words, other things being equal, what factors are present which bring about the commitment of mental defectives? Before we do this, let us consider briefly the statistics on commitment.

Terman's standardization population for his 1937 revision of the Binet test indicated that about 2 per cent of the general population fall below I.Q. 70. Other authorities give figures which do not vary appreciably from this. Accepting this estimate, then in Illinois, with a population of about eight million, we should have approximately 160,000 with I.Q.'s below 70. Actually, the two state institutions have approximately eight thousand committed mental defectives. This is

only five percent of the estimated number in the state. This reasoning serves to support the contention that not all those with I.Q. below 70 are feeble-minded; that is, need institutionalization. Conversely, 95 per cent of mental defectives (not feeble-minded) are making a somewhat satisfactory adjustment. Why then, are the five percent committed?

This brings us back to the question of the factors which determine commitment. To begin with we must recognize that many of these are very low mentally and physically. Admittedly they need institutional care. How about the others? At the risk of boring you, I must again refer to statistics. After all, objective data are much more valuable to clear thinking than subjective speculation.

Since this audience is concerned primarily with the educable mentally retarded, I have calculated the data for this group as they are available from our institutional subjects. In the first place, of 383 commitments in the last fiscal year, 113, or 30 per cent, were between the ages of 6 to 17 and had IQ's greater than 45. This is to say, that about one-third of our admissions were mental defectives who were only *potentially* feeble-minded.

To approach this problem in another way, the resident population was surveyed and of the forty-five hundred patients here, we found eight hundred and sixty-nine with IQ's greater than 45 who were committed between the ages of 6 and 18. That is, about 20 per cent of the patients now here were committed when they were potential mental defectives and not feeble-minded. This group was analyzed further with regard to the reason for commitment. The findings were as follows: truancy and academic failure—11%; behavior problems, delinquency, stealing, sex delinquency—25%; broken homes—18%; medical and nursing care—6%; reason not determined—40%.

These figures are, to some extent, difficult to interpret because the source of information is not always too reliable. The 40 per cent not determined is a reflection of the difficulty of obtaining accurate information of this sort. However, certain trends are apparent. Eleven per cent can be traced directly to inability to adjust to academic life. One cannot help but ask, "or did the academic atmosphere fail to adjust to the child?"

Those committed for delinquency, broken homes, etc., reflect the failure of society to provide reasonable resources in the way of psychiatric and social facilities for dealing with these children. There is no way of knowing how these problems are intermingled in one individual. One child may come from a broken home, may be delinquent, and may be a school problem. The data do not differentiate. A reason-

able assumption is that the schools deal with more than those indicated in the statistics. To the extent that the academic world can provide psychological and social facilities for dealing with these children it is involved in this problem.

I do not wish to leave the impression that no one should ever be committed. Certainly the 6 per cent in need of medical and nursing care are institutional cases. Those children whose problem is beyond the community resources should be institutionalized. Remember, too, that I am taking under consideration here only those who fit into the concept of educable mentally retarded. Those who do not fall into this category may in most cases be considered for institutionalization. I have the very definite conviction, however, that at the present time community provision for dealing with mental defectives falls far short of the potentialities and desirable facilities which an alert and enlightened community can afford. Some of the pioneer missionary work necessary for the achievement of this end properly falls into the province of individuals and groups represented by this audience.

The question as to the desirability of institutionalization is confronted very frequently. It may not be amiss to point out here some of the aspects of institutionalization which are frequently overlooked. Very often in the desire to be rid of a perplexing problem presented by a child well-meaning individuals point out the desirability, nay, even the necessity, of institutionalization. To begin with in this state an individual can be committed feeble-minded only through commitment by a court. The commitment law is such that the individual is charged with the "crime" of being feeble-minded and must defend himself in court against this charge. Upon "conviction" he is delivered to the institution by a sheriff or someone deputized for the purpose. One can only speculate as to the emotional impact of this procedure upon an impressionable mental defective. The statute provides further that release from an institution for the feeble-minded can come only by court action. This process frequently is very lengthy and involved and, generally, depends upon interested individuals outside the institution initiating the action for release.

It should be remembered also, that an institutional culture is, by its very nature, radically different from the culture of the community at large. For the most part, there is segregation of the sexes and the attitude of the patients toward normal heterosexual experiences is extremely warped because of the nature of institutional regulations. Some cognizance of this factor is emerging in various institutions and the problem is being met more squarely now than it has been in the past. Personal life such as eating and sleeping is done in large groups

which afford little or no privacy, and subsequent reports of defectives who are released from the institution reflect this factor in their inability to adjust in a household which is accustomed to privacy in the personal aspects of home life. Manners and morals are derived from fellow patients and because of the tremendous size of present-day institutions, attention to individuals is usually the exception rather than the rule. Part of the fault lies in the failure of the public to provide sufficient personnel for staffing institutions so that more individualized attention can be given to patients. One wonders sometimes at the extreme elasticity and integrity of patients who do make a satisfactory extramural adjustment subsequent to release in the light of all of these adverse factors.

The history of the care of the feeble-minded is to be found in the medical and nursing professions and not in the psychological and educational fields. Proof of this lies in the fact that we call our institutionalized-defectives "patients" and not "students." The reasons for this are many since the first recognized feeble-minded were all of the lowest grade and were primarily medical problems. The profession of psychology was as yet unheard of when the care of mental defectives had its first impetus, and the discovery of the higher grades of mental deficiency had not yet been implemented by the development of the finer diagnostic tools which are now used for this purpose. It is still thought that many feeble-minded require primarily medical and nursing care but this group is now a minority rather than a majority. In this institution, 50 per cent of the patients have I.Q.'s above 43. In the early history of this institution the acceptance of such patients was rare. With the capacity for discriminating higher grades of mental defectives through the development of adequate psychometric tools there has been a greater influx of high-grade mental defectives into the institutions. The subsequent problem becomes, then, not one of medical and nursing care but of educational philosophy with regard to the training of mental defectives.

The present status of education of institutionalized mental defectives is in the hands of the medical profession. True, auxiliary personnel such as teachers and psychologists are employed in institutions. However, the direction and policy of this training is in the hands of medicine and not education. I intend no reflection on the medical profession, but it seems to me that the curriculum of the medical school offers precious little with regard to educational philosophy and practice. That group of feeble-minded who are actual medical problems should be left in charge of medical men, but those who are educational problems, I believe, should be left to educators. How this should be

accomplished I am not ready to say. In one state the curriculum and policies of the academic department of an institution for defectives is in the hands of the department of public instruction. It may be that separate institutions for educable and non-educable defectives would be desirable. Men trained in the appropriate disciplines could be in charge of each. Certainly, revision of our laws would be necessary.

Ideally, a state supported institution for educable mentally retarded should serve as a proving ground for experimentation in methods and techniques in dealing with this very special type of problem. The training aspect of such a venture should be extensive. Prospective teachers and psychologists for special classes should be able to come to such an organization and learn the newest methods and philosophy involved in the problem of training the educable retarded child.

Traditionally, educational psychology has been regarded as an adjunct of education and its main problem has been to develop appropriate techniques for the facilitation of the educational process. Nowhere is this more true than in the field of the education of the mental defective. Much emphasis in the past has been laid upon the importance of the I.Q. as the primary tool of the psychologist in dealing with the mental defective. If you will recall the initial distinction in this discussion between mental deficiency and feeble-mindedness, you will realize quite readily that the I.Q. is of extremely minor importance in making an adequate differentiation. If we are to accept the criterion of social adequacy then it becomes important for the psychologist to develop methods of determining the factors which make for social adequacy. To return to the causes for commitment to this institution one finds that problems of behavior and academic failure constitute about thirty-six per cent of those who are committed. Psychologically, these reasons for commitment must be regarded merely as symptoms of a more basic underlying personality problem. We cannot look to the I.Q. to explain adequately why two individuals with the same I.Q.'s vary in their ability to adjust to their surroundings. The explanation must lie in the study of the personalities of these individuals.

There is no question in my mind but that the personality patterns of mental defectives are as variable as those of individuals at any other level of the intelligence scale. When mental defectives, however, have slight deviations in personality, the resultant adjustment problem becomes much more difficult because of the relatively smaller intellectual resources upon which the defective can call to resolve his difficulties. Slight personality deviations in normal and superior children are frequently shrugged off or treated psychologically or psychiatrically either professionally or otherwise. When a mental defective becomes

aberrant, there is a proneness to attribute his difficulty to his low I.Q. and to cease seeking for further explanation. It is felt, frequently, that when an individual has a low level of intelligence his behavior may be the direct result. The fallacy of this approach lies in the fact that 95 per cent of mental defectives are making an apparently satisfactory adjustment in spite of their low I.Q. It is apparent to individuals who work in institutions that even among that group there are varying degrees of adjustment. There is good reason to believe that the final answer to the defective's maladjustment lies not in his I. Q. but in his personality integration.

Adequate recognition of this factor implies that those who work with mental defectives must deal with the problem of personality integration if segregation from society is to be avoided. In other words, to a large extent, the difference between a mental defective and a feeble-minded child lies in his personality integration. The school systems must afford opportunities for providing classes for these people and properly trained personnel for working with them. It is in this function of the educational system that a large part of the prevention of mental deficiency turning into feeble-mindedness can be done. The teachers of these classes and the psychologists working with them must recognize the fact that they are dealing with individuals who have all of the capacity for feeling that individuals of higher intelligence have. Defectives can feel frustrated, they can feel inferior, they can compensate and over compensate, they may have varying degrees of emotional control, and some may be able to exercise their limited intellectual capacity even better than others who have higher levels of intelligence but who are less able to govern their actions. The personality structure of a mental defective may be simple or it may be complex. He may have much drive or he may be apathetic. He may be relatively sterile in his thinking and ingenuity or he may be capable of autistic thinking which needs intelligent direction. All of these types of personality structures have been seen in mental defectives. There can be no question but that an insightful evaluation of the personality of the defective is paramount in any effort to assist him in making a satisfactory adjustment in the community.

It is a common truism that as we drop in the educational scale from the higher levels to the lowest that is from college to special classes, the teaching becomes progressively better. Perhaps, the most skillful and original teaching is that which has to be done with mental defectives. The teacher of the mental defective must know not her subject matter but her pupil. The complexities of the human individual are not simplified in an individual whose intellectual processes are re-

tarded. They can be as complex as the quirks of a genius. Here lies the challenge to education. To develop adequate tools for diagnosis of personalities and to develop appropriate methods and techniques for dealing with these people in an effort to assist them in making an adjustment to society requires not so much the indoctrination of a specific subject but requires more a process of education in its liberal sense of "bringing forth"; the bringing forth of the potentiality for constructive citizenship and social life in mental defectives. The challenge to education is to prevent mental defectives from becoming feeble-minded.

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## Arts

ARMSTRONG, JAMES W. *Public Speaking for Everyone*. Harper and Bros., c1947. 246p. \$3.00.

Dale Carnegie's *How to Win Friends* is blended with Aristotle's *Rhetoric* to form not a classroom text, but a self-help book for business and professional people who wish to improve their platform speaking. A wealth of excellent illustrative material adds to the interest and usefulness of the book.

BURRIS-MEYER, ELIZABETH. *Decorating Livable Homes*, 2d ed. Prentice-Hall, Inc., 1947. 468p. \$5.95.

A book for the consumer who wishes to know the basic facts concerning the materials of house decoration. This second edition includes such new materials as plastics and glass. The functional aspects as well as beauty are emphasized. Well illustrated and contains an excellent bibliography.

HEINSHEIMER, H. W. *Menagerie in F Sharp*. Doubleday and Co., 1947. 275p. \$2.75.

An amusing series of reminiscent anecdotes dealing with the author's acquaintance with all types of musicians from the musical zoo. A refreshing glimpse of what goes on behind the scenes for the success or failure of any musical project.

LUBBOCK, PERCY. *The Craft of Fiction*. Peter Smith, 1947. 277p. \$2.50.

A fine bit of assistance for a young fiction writer in a jam.

REID, MILDRED I., and BORDEAUX, DELMAR E. *Writers: Try Short Stories!* Bellevue Books, 1947. 150p. \$3.00.

Helpful for those wishing to learn how to write short short stories for publication. Examples of eight types suggest ideas for writing. A list of 188 markets appears under "Where to Sell."

SMITH, MOSES. *Koussevitzky*. Allen, Towne and Heath, 1947. 400p. \$4.00.

A completely unbiased, amusing, and sometimes shocking report of the phenomenal success of the Boston Symphony "dictator." Pulling no punches as to weaknesses, Mr. Smith is quick to extol the conductor's good points and his triumph over personal shortcomings.

## Children's Literature

ALDIS, DOROTHY L. *Dark Summer*. G. P. Putnam's Sons, c1947. 186p. \$2.25.

Somewhat implausible, but a thoroughly interesting story of one summer in the life of a teen-age girl. For grades 8-10.

ALEXANDER, BEATRICE. *Famous Myths of the Golden Age*; illustrated by Florian. Random House, 1947. 62p. \$1.00.

A beautifully illustrated edition of eleven myths, including *Pandora's Box*, *The Six Pomegranate Seeds*, and *The Flame Giver*. Grades 3-6.

BEIM, JERROLD. *Andy and the School Bus*; illustrated by LEONARD SHORTALL. William Morrow and Co., 1947. unp. \$2.00.

About a little boy who wanted to go to school but wasn't old enough. He did this and that and then he was old enough, and the school bus stopped for him. Ages 4-6.

BERTAIL, INEZ. *Lullabies From Every Land*. Garden City Publishing Co., c1947. 40p. \$1.00.

The selections and arrangement of these 24 lullabies are excellent. Illustrations, many in color, by Steffie E. Lerch add to the appeal.

BRYAN, FLORENCE HORN. *Susan B. Anthony, Champion of Women's*

**Rights.** Julian Messner, Inc., c1947. 186p. \$2.75.

Susan B. Anthony worked hard to get the vote for women. The things she fought for are now taken for granted. Junior and senior high school.

**CAVANAH, FRANCES, and WEIR, RUTH COMER, eds.** *A Treasury of Dog Stories.* Rand McNally Co., c1947. 256p. \$2.50.

Twenty-three modern stories, some sad, some humorous; all written with sympathetic understanding of dogs. Upper grade reading level.

**CRIDLAND, MARGERY.** *The Baker.* David McKay., c1947. unpag. 75c.

A very short story of how bread comes from grain which in turn is grown by the farmer. For elementary school.

**DAWSON, GRACE S.** *Nuggets of Singing Creek.* Doubleday and Co., 1947. 304p. \$1.00.

An exciting story of the Gold Rush days of 1849. Grades 5-7.

**EAMES, GENEVIEVE TORREY.** *A Horse to Remember.* Julian Messner, Inc., c1947. 146p. \$2.50.

The Julia Ellsworth Ford Foundation award book for 1947. Jarvis was ten and his twin sisters were twelve. They liked to ride but he didn't, at first anyway. The end of the story is exciting and satisfying. Grades 4-6.

**ELLIS, PATSY, and TORRIANI, AIMEE.** *Amber Eyes.* St. Meinrad's Abbey, c1947, 68p. \$1.50.

A somewhat sentimental fiction fairy tale about the garden fairies. For younger children. Some of the stories might be read aloud.

**ENRIGHT, ELIZABETH.** *The Melindy Family.* Rinehart and Co., 1947. 241p. \$2.95.

A reprint edition of three of the author's popular stories in one volume. Includes *The Saturdays*, *The Four-Story Mistake*, and *Then There Were Five*. Grades 4-7. The separate volumes are still available.

**EWERS, JOHN.** *Written in sand; illustrated by AVERY JOHNSON.* E. P. Dutton and Co., 1947. 160p. \$2.50.

Folk tales from Australia, told beautifully and exquisitely illustrated. Grades 2-4.

**FARWELL, MARTHA.** *Fiesta Colt.* Rinehart and Co., c1947. 178p. \$2.25.

Two boys and a spiritual palomino horse are the actors in this story laid in California in the Santa Barbara region. Grades 4-6.

**FLORY, JANE, and FLORY, ARTHUR.** *The Cow in the Kitchen.* Lothrop, Lee and Shepard, c1946. unpag. \$1.00.

A humorous story based on an old folk

tale. It is the story of a nagging wife and how she was cured. Moral not obvious. Good for reading aloud.

**FRAZIER, NETA LOHNES.** *By-Line Dennie.* Thomas Y. Crowell Co., c1947. 249p. \$2.50.

An interesting career story with a bit of romance. Teen-age girls will enjoy both phases of the book which is also sprinkled with mysteries to be solved.

**FREER, MARJORIE MUELLER.** *Roberta, Interior Decorator.* Julian Messner, Inc., c1947. 209p. \$2.25.

A career story in which romance is mixed with career in very satisfying amounts for the teen-age reader.

**GARST, SHANNON.** *Three Conquistadors: Cortes, Coronado, Pizarro.* Julian Messner, Inc., c1947. 227p. \$2.75.

A splendid story of the Spanish conquest of the Americas. It should have a good effect on international understanding. Junior and senior high school.

**GRINGHIUS, DIRK.** *Hope Haven.* William B. Eerdmans Publishing Co., 1947. 132p. \$2.00.

The story of two Dutch children who came to America a hundred years ago. It is both a story of immigrants and a story of pioneer America. Grades 5-8.

**HARTWELL, NANCY.** *Shoestring Theater.* Henry Holt and Co., c1947. 196p. \$2.50.

A career story on acting. The reader learns quite a bit about what goes on back stage and there is plenty of romance. Teenagers.

**HATCH, ALDEN.** *Woodrow Wilson.* Henry Holt and Co., c1947. 280p. \$3.00.

Alden Hatch is noted for his biographies for young people. This is a welcome addition to his writings. Junior and senior high school.

**HAWKINS, QUAIL.** *Mark, Mark, Shut the Door!* Holiday House, c1947. unpag. \$1.50.

Seven-year-old Mark got himself into a lot of trouble because he couldn't remember to shut doors. Second-grade children can read it for themselves.

**HAYWOOD, CAROLYN.** *Little Eddie.* William Morrow and Co., 1947. 160p. \$2.25.

The author of *B is for Betsy*, *Betsy and Billy*, and other stories about school children in the primary grades. Eddie is seven and the second grade will enjoy his escapades. He is so real and has such exciting times.

**HENRY, MARGUERITE.** *Misty of Chinacoteague.* Rand McNally and Co., c1947. 173p. \$2.50.

An exciting horse story based on the story of a wrecked Spanish galleon carrying

horses, and wrecked off the shore of Virginia. Grades 5-7.

**HOROWITZ, CAROLINE, and HOROWITZ, JUDITH.** *The Great Big Happy Book.* Hart Publishing Co., 1947. 120p. \$1.50.

Things to do with a child three to seven years old. The book is not to be marked or colored, and can be used repeatedly.

**JACKSON, JESSE.** *Anchor Man.* Harper and Bros., c1947. 142p. \$2.00.

An attempt to show how race prejudice can be overcome to the good of the entire community. Teen-age group.

**JOHN and JANE.** *Jolly Blue Boat.* Childrens Press, 1947. unsp. \$1.00.

The whole family enjoyed fixing up the boat and going on a picnic in it. Preschool and first grade.

**JONES, JESSIE ORTON.** *A Little Child;* illustrated by Elizabeth Orton Jones. Viking Press, 1946. 38p. \$2.00.

The Christmas story told by selected Bible verses, and illustrated with children dramatizing the text. Includes ■ Pageant text for presenting the story.

**KENNEL, RUTH EPPERSON.** *Adventure in Russia.* Julian Messner, Inc., c1947. 196p. \$2.50.

Stories of the new Russia with some stories of old Russia in between. Grades 5-7.

**KISSIN, RITA.** *Desert Animals;* illustrated by HELENE CARTER. David McKay Co., c1947. unsp. \$2.50.

This beautiful book lives up to the standard to be expected from Helene Carter and Rita Kissin. There are full color pictures with rhyming descriptions of the animals. Grades 1-3.

**KLEINERT, ROSE S.** *Seven and Nine.* Richard R. Smith, 1947. unsp. \$2.00.

A charming book of slight verses written for three children 7 and 9 years old. The 7 year-olds are twins. Children preschool to grade three will like this, and so will parents.

**KNIGHT, CLAYTON.** *The Aviator.* David McKay Co., c1947. unsp. 75c.

A story for grades 2-3 telling how planes work. There are diagrams and illustrations to clarify the text.

**KRAUSS, RUTH.** *The Growing Story;* pictures by PHYLLIS ROWAND. Harper and Bros., c1947. unsp. \$1.75.

How a little boy found out that he had been growing—he could watch the flowers but he thought he looked the same until one day when he found out.

*Little Golden Books Series.* Simon and Schuster, Inc., 1947. 25c ea.

The Little Golden Books (of which the reviewer examined the volumes entitled: *Chip Chip; The Happy Family; The Little Golden Book of Hymns; The Little Golden Book of Poetry; The Saggy Baggy Elephant; Walt Disney's Bumbo; Walt Disney's Uncle Remus*) have made ■ place for themselves for three reasons: They are well written or well selected; they are beautifully illustrated; and they are inexpensive enough for parents to afford them for their children. May they continue to appear!

**LONG, EULA.** *Faraway Holiday.* William Morrow and Co., 1947. 63p. \$2.00.

This is a real addition to books for young children about children in other countries. The holiday is a feast day in Mexico.

**LOWREY, JANETTE SEBRING.** *The Bird.* Harper and Bros., c1947. 32p. \$2.00.

Spring to the bird is beautiful and full of color, to the mouse it is a terrible time, and to the cat it is just another time to take what he wants if he can get it. Beautifully illustrated. To read to grade two and for grades 3-4 to read for themselves.

**MC SWIGAN, MARIE.** *Juan of Manila.* E. P. Dutton and Co., 1947. 152p. \$2.50.

A story which will make for better international understanding. Grades 6-8.

**MARTIN, FRAN.** *Sea Room.* Harper and Bros., c1947. 229p. \$2.00.

A story of present day young people and their problems. It takes place in and around sailboats. Grades 7-9.

**MASON, MIRIAM E.** *Hoppity.* Macmillan Co., 1947. unsp. \$1.50.

An amusing story about a goat. It can be read with pleasure by children in grades 2 and 3. Kurt Wiese's illustrations are full of humor and action.

**MASON, MIRIAM E.** *A Lion for Patsy.* David McKay Co., c1947. unsp. \$1.50.

Patsy had always hoped to have a lion for a pet. When she went to the country she found something very small and fuzzy which she decided to call a little lion. Second grade will like this story.

**MAXWELL, MARJORIE.** *Lost Treasure Trail.* John C. Winston Co., c1947. 216p. \$2.00.

A deserted mining town, a movie company on location, a chest with ■ red cloak, a dog, and Kiffu, Holland, make an exciting combination.

**MEADOWCROFT, ENID LAMONTE.** *On Indian Trails With Daniel Boone.* Thomas Y. Crowell Co., c1947. 136p. \$2.00.

Beautifully planned with clear type, wide leading. The illustrations are suited to the theme. Grades 4-7.

MEEK, STERNER P. *Pat: The Story of a Seeing Eye Dog*. Alfred A. Knopf, Inc., 1947. 190p. \$2.50.

Overcoming handicaps, displaying courage, and coming through successfully make this a book which will interest boys in high school.

MEEKS, ESTHER K. *One is the Engine*. Wilcox and Follett Co., c1947. unsp. \$1.00.

Counting the cars is an interesting book for grades 1-3, but there are some big words the teacher or parent will have to help with.

MILLER, BASIL, *Florence Nightingale*. Zondervan Publishing Co., c1947. 125p. \$1.50.

The religious side of Florence Nightingale's life is stressed in this small book which in its 125 pages covers the entire history of this noted woman from birth to her death.

MOON, GRACE. *Singing Sands*. Doubleday and Co., 1946. 245p. \$1.00.

Mrs. Moon has done a number of Indian stories for younger children, but this one is for older girls and will be welcomed by all young girls, especially those who read her other books as children.

NEWELL, HOPE. *The Story of Christina*. Harper and Bros., c1947. 207p. \$2.50.

A delightful circus story and a fat girl who got thin but still stayed with the circus. Grades 4-7.

OLDS, HELEN DIEHL. *Come In, Winifred*. Julian Messner, Inc., c1947. 212p. \$2.25.

Another good addition to the career books. This time it is radio and romance. High school.

OWEN, FRANK, ed. *Teen-Age Sports Stories*. Lantern Press, c1947. 239p. \$2.50.

Baseball, basketball, football, track, sailing, and rowing are the inspirations for the stories. This book is recommended for the personal library of any teen-age boy. The stories are interesting, clean and wholesome, and should fortify character.

PIPER, WATTY. *The Bumper Book*. Platt and Munk Co., c1946. unsp. \$2.50.

A "Bumper" harvest of all-time favorites in children's poems and stories. Colorful illustrations and large readable print make it good for preschool and lower primary grades.

PISTORIUS, ANNA. *What Animal Is It?* Wilcox and Follett Co., c1947. unsp. \$1.00.

Beautiful pictures of 26 animals with a short description of each. If the picture is not recognized, the name can be found at the end of the book. Grades 2-4.

POE, EDGAR ALLAN. *The Gold Bug and Other Stories*. Webster Publishing Co., c1947. 119p.

Retaining much of the suspense of the original tales, these adaptations by William Kottmeyer will be good for poor readers who would not otherwise read Poe. Junior high level.

POLITI, LEO. *Pedro, the Angel of Olvera Street*. Charles Scribner's Sons, 1946. unsp. \$1.75.

A bit of quaint Mexico in metropolitan Los Angeles. A delightful Christmas celebration story. Children of all ages and adults who know Olvera Street will enjoy it.

POTTER, MIRIAM CLARK. *Hello, Mrs. Goose!* J. B. Lippincott Co., c1947. 150p. \$2.00.

The scrapes Mrs. Goose gets into and her friend's efforts to get her out of them make good reading or story-telling for small children.

POTTER, RUSSELL. *The Little Red Ferry Boat*; pictures by Marjorie Hill. Henry Holt and Co., c1947. 50p. \$2.00.

This was first told to the author's four-year-old daughter. Good telling for ages 4-6, and good reading for ages 6-7.

PYNE, MABLE. *The Little History of the Wide World*. Houghton Mifflin Co., 1947. unsp. \$2.00.

A large flat book with the same charm as her *Little Geography of the United States* and her *Little History of the United States*. Many colorful drawings make it possible to use this book with young children as well as with those in grades 4-7.

*The Quiz Kids' Book*. Viking Press, 1947. 372p. \$2.50.

Excerpts from many famous stories and a number of the very best poems for children and young people. For all ages.

ROSS, PATRICIA FENT. *The Hungry Moon; Mexican Nursery Tales*; illustrated by CARLOS MERIDA. Alfred A. Knopf, Inc., 1946. 73p. \$3.00.

Combining lessons in foreign culture with lessons in conduct for second and third graders. The splashy illustrations and a modernistic touch will interest children longer than the tales.

SCHNEIDER, NINA. *Hercules, The Gentle Giant*. Roy Publishers, c1947. 43p. \$2.00.

This well-illustrated story of the thrilling adventures of a giant who kills a ferocious lion that has been destroying the flocks will hold the interest and stimulate the imagination of the upper primary grades.

SEAMAN, AUGUSTA HUIELL. *The Mystery of the Other House*. Doubleday and Co., 1947. 211p. \$2.00.

The legend of the lost Dauphin of France, found living in the Greenwich Village Sec-

tion of New York City, with involved mysteries. A gripping thriller for teen-age girls.

**SLOANE, WILLIAM.** *The British Isles*; illustrated by Raffaello Busoni. Holiday House, c1946. 25p. \$1.00.

A brief study of the British background of American culture. Although illustrated for younger children, the reading level is high school or adult. A foundation book for citizenship classes.

**SLOBODKIN, LOUIS.** *The Adventures of Arab*. Macmillan Co., 1946. 127p. \$2.50.

Keyed to the imaginative pitch of any third- or fourth-grade child. This merry-go-round horse runs away, has novel adventures, and finds a permanent home and happiness. Illustrations by the author add to the possessive value of the book.

**SNYDER, PEARL DARU.** *Too Little*. Prang Co., c1947. unpag. \$1.00.

Little Bill wanted to be big enough to do things, but once found himself a hero because he was little. Informational as well as entertaining for grades 1-3 and up.

**SPERRY, ARMSTRONG.** *Danger to Windward*. John C. Winston Co., c1947. 241p. \$2.50.

Intrigue and suspense will make this story popular with teen age.

**SPRAGUE, ROSEMARY.** *Northward to Albion*. Roy Publishers. c1947. 188p. \$2.50.

An adventurous tale, based on one of the most celebrated legends in English history, about their first king. High school.

**STEVENSON, ROBERT LOUIS.** *The Black Arrow*. Globe Book Co., c1947. 263p. \$1.14.

Very well adapted for the younger readers to create interest and encourage better reading. Illustrations will not attract the student.

**STEVENSON, ROBERT LOUIS.** *A Child's Garden of Verse*. U. S. Camera Publishing Corp., c1944. 91p. \$2.00.

The photograph illustrations by Toni Frissell make this edition a thing of beauty and a joy to children.

*The Story of the Seven Ravens*. Lothrop, Lee and Shepard, c1946. 35p.

Color photographs of dolls and puppets accompany this simple story of the "Once upon a time" kind which children up to eight like to hear.

**STRIMPLE, HELEN.** *Lindy Lou*. Broadman Press, 1946. 32p.

An attractively illustrated story of a doll who wanted to be a kite. Her adventure in the sky and her return are depicted beautifully in this book for primary grades.

**TOUSEY, SANFORD.** *Bill and the Circus*. Albert Whitman and Co., c1947. 31p. \$1.25.

A western and a circus story woven together. Vivid illustrations and simple text make this suitable for 7-10 year old boys.

**TOUSEY, SANFORD.** *Jack Finds Gold*. Doubleday and Co., c1947. 41p. \$1.50.

A short story of the time of the Gold Rush. Useful for older, slow readers who find the content exciting while the book is short and the words not too difficult.

**TREFFINGER, CAROLYN.** *Li Lun, Lad of Courage*; illustrated by Kurt Wiese. Abingdon-Cokesbury Press, c1947. 96p. \$2.50.

A courageous adventure of a Chinese lad afraid of the sea refusing to assist his fisher father, being commanded to grow rice on a mountain top. Dramatic reading for grades 4-8.

**TURNER, MINA.** *U.S. Means Us*; illustrated by LLOYD COE. Houghton Mifflin Co., c1947. 32p. \$1.50.

Well illustrated simple book on the workings of the United States Government, gives children 6-9 a good background for the democratic process. Colorful interpretive sketches.

**ULLMANN, FRANCES.** *Girl Alive!* World Publishing Co., c1947. 234p. \$2.00.

A book for teen-age girls telling them how to dress, how to act to be popular, and how to be happy at home.

**VANCE, ELEANOR GRAHAM.** *The Tall Book of Fairy Tales*. Harper and Bros., c1947. 124p. \$1.00.

Sixteen of the better known tales retold. The illustrations by William Sharp, many of them in color, help make this book children will cherish.

**VAN DOREN, MARK.** *The Careless Clock*; illustrated by WALDO PIERCE. William Sloane Associates, c1947. 114p. \$3.00.

This book of poems takes its name from one section which includes "Boy Dressing," "Home From School," and "The Vigil." Other sections are "Run and See," "Growing a Little Older," "Family Prime," and "Without Any End." Will interest both adults and young people.

**WALPOLE, ELLEN WALES.** *Tell Me*. Hinds, Hayden and Edlredge, c1947. 160p. \$2.75.

Simple, straightforward, and fairly reasonable answers to almost three hundred "typical questions that children ask." Questions are grouped into the following major categories: animals, plants, myself, people, plans, words, things, machines, sky, and God. The publication will interest children ages five to ten, and be welcomed by parents and teachers.

WATKINS, TUDUR. *The Spanish Galeon*. Coward-McCann, Inc., 1947. 176p. \$2.00.

Adventure, piracy, mystery, and suspense in the "Treasure Island" pattern. Thrilling reading for adolescent boys.

WEBSTER, SAMUEL C. *The King Gives a Party*. Henry Holt and Co., c1947. 110p. \$2.00.

Reminiscent of Alice in Wonderland, Teddy goes through a gate into the kingdom where Cinderella is about to attend a party. Adults will enjoy reading it to children will read and re-read it. A delightful story.

WEIR, RUTH CROMER. *Rags, An Orphan of the Storm*. Wilcox and Follett Co., c1947. unpag. \$1.00.

A delightful story about Rag's life at a dog shelter. Alice Montgomery's lifelike illustrations add much. Grades 2-4.

WHITE, STEWART EDWARD. *Daniel Boone, Wilderness Scout*. Doubleday and Co., 1947. 308p. \$1.00.

A thorough characterization of America's greatest frontiersman, showing many sides of his personality. Supplementary reading for the high school.

WILLIAMS, JAY. *Eagle Jake and Indian Pete*. Rinehart and Co., c1947. 38p. \$1.25.

A small picture book with comical illustrations. Has a simple story that children will be able to understand and enjoy.

WILSON, HAZEL. *The Owen Boys*. Abingdon-Cokesbury Press, c1947. 192p. \$2.00.

A story of boys for boys, about life in Maine's countryside and small town. Excitement, adventure, eventual success, and happiness. Good reading for grades 6 and up.

WINSTON, ROBERT A. *Fighting Squadron*. Holiday House, 1946. 182p. \$2.00.

A veteran squadron leader's first-hand account of carrier combat with Task Force 58. For boys 12 and over.

YATES, ELIZABETH. *Joseph*; illustrated with wood engravings by NORA S. UNWIN. Alfred A. Knopf, Inc., 1947. 72p. \$2.00.

The King James version of the story of Joseph is told with strict adherence to the words of the Bible, and striking black and white illustrations are in harmony with the text.

YOUNG, BARBARA. *Christopher O'*. David McKay Co., c1947. unpag. \$2.50.

Contains 72 verses about trees, birds, stars, other children, eating, sleeping—all the everyday things of living. Barbara Young re-creates for all of us what a child feels about the things around him. The

pictures, many of them in color, are delightful. They will please children.

ZIM, HERBERT S. *Goldfish*; pictures by JOY BUBA. William Morrow and Co., 1947. unpag. \$2.00.

An accurate and beautiful book about different kinds of goldfish. The pictures add both to the pleasure and to the understanding of the book. Includes directions for an aquarium.

## Education and Psychology

BODE, BOYD H., and OTHERS. *Modern Education and Human Values*. University of Pittsburgh Press, 1947. 165p. \$3.00.

Presents six lectures given in the school of Education, University of Pittsburgh, during 1946-47. Varying points of view will challenge the thinking of the mature student of education who is interested in philosophical positions and modern problems.

BUCKINGHAM, BURDETTE R. *Elementary Arithmetic, Its Meaning and Practice*. Ginn and Co., c1947. 744p. \$4.50.

A very timely book on the fundamental meanings of arithmetic. It is not a methods book; rather it is a book that is designed to give the teacher of arithmetic an opportunity "not merely to develop (or to regain) facility in computing, but also to attain a measure of 'insight into the meaning and significance of what he does.'"

DERBIGNY, IRVING A. *General Education in the Negro College*. Stanford University Press, c1947. 255p. \$3.00.

A comprehensive picture of twenty Negro colleges in America, and what they are doing and need to do in general education. Patterns of general education and the function of various subject fields are discussed.

EDWARDS, NEWTON, and RICHEY, HERMAN G. *The School in the American Social Order*. Houghton Mifflin Co., c1947. 880p. \$5.00.

An excellent presentation of the American public school against its authentic background.

FUESS, CLAUDE M., and BASFORD, EMORY S., eds. *Unseen Harvest*. Macmillan Co., c1947. 678p. \$5.00.

Teaching, teachers, and school experiences as portrayed by selections from writers ancient and modern. This is the first serious attempt to present extensive and representative literary interpretation of teaching. Recommended for high school and college.

GUILD, BRUCE H. *Sprouting Your Wings*. McGraw-Hill Book Co., c1947. 114p. \$1.32.

Produced by the Committee on Experi-

mental Units of the North Central Association. A unit on aeronautics for use in junior and/or senior high schools. Technical aviation terminology is explained simply. The unit contains bibliography, questions for discussion, and a listing of visual aids. For the science teacher without much knowledge of aeronautics, the unit will be especially valuable.

HENDERSON, STELLA VAN PETTEN. *Introduction to Philosophy of Education*. University of Chicago Press, c1947, 401p. \$4.00.

Of special help to those teachers, current or prospective, who wish to inquire into the nature of man, particularly with regard to its reaction to the educative processes.

HILL, KATHERINE ELIZABETH. *Children's Contributions in Science Discussions*. Teachers College, Columbia University, 1947. 96p. \$2.10.

(Contributions to Education, No. 931).

The responses of children in an elementary school to discussions of science subject matter were recorded, compiled, and analyzed in the light of current teaching objectives for elementary science. As a result of this analysis, the author has been able to point out certain implications for the curriculum.

JOHNSON, GLEN. *Some Ethical Implications of a Naturalistic Philosophy of Education*. Teachers College, Columbia University, 1947. 154p. \$2.25.

(Contributions to Education, No. 930).

A biased and understanding presentation of all phases of the naturalistic philosophy of education.

LANE, WHEATON J., ed. *Pictorial History of Princeton*. Princeton University Press, 1947. 200p. \$6.00.

Two centuries of Princeton pass in rich and glamorous review. A vivid bit of pageantry that extends from William Tennent to Harold Dodds.

LINGLE, WALTER L. *Memories of Davidson College*. John Knox Press, c1947. 157p. \$3.00.

The story excellently told of an excellent small southern college.

RYBURN, W. M. *The Principles of Teaching*. Oxford University Press, 1946. 237p. \$1.50.

Many workable suggestions for improving classroom techniques. Those who see inconsistency in the concepts of unity and of pupil activity as expressed, and then as practiced by Morrison will find the same objections here.

WHITE, WENDELL. *Psychology in Living*, new rev. ed. Macmillan Co., 1947. 393p. \$2.95.

The writer tries to make psychology interesting to the layman, and to indicate how its principles can be used for under-

standing everyday occurrences and for solving everyday problems. The book has little value for the serious student of psychology.

WRINKLE, WILLIAM L. *Improving Marking and Reporting Practices*. Rinehart and Co., c1947. 120p. \$2.00.

A common sense discussion of the lack of meaning of marking and reporting practices. Good summaries are given of practices and experiments. Excellent bibliographies.

## Health and Physical Education

AXLINE, VIRGINIA MAE. *Play Therapy*. Houghton Mifflin Co., c1947. 379p. \$3.50.

A most helpful book. It tells how dolls, puppets, nursing bottles, guns, modeling clay, paints and water, etc., can be used to help these youngsters to look squarely at themselves and to work out a constructive adjustment to the difficult reality in which they live. This book is written in simple language and is easily understood. It is recommended for those people who work with maladjusted children.

BRANDT, BILL. *Do You Know Your Baseball?* A. S. Barnes and Co., c1947. 121p. \$1.75.

Attention Fans! If you are a new generation fan, here's a chance to get an insight on the baseball greats and their "once in a life-time" feats. If you are an old time fan, Bill Brandt gives you an afternoon of the tops in baseball memories.

BUTLER, GEORGE D. *Recreation Areas*. A. S. Barnes and Co., c1947. 169p. \$6.00.

Intended for those responsible for the building of recreational plants. It outlines planning principles, offers practical suggestions, and embodies details as to facilities, composition, and equipment. Is well presented and contains a wealth of organized material.

MARSH, IRVING T., and EHRE, EDWARD, eds. *Best Sports Stories*, 1947 ed. E. P. Dutton and Co., 1947. 352p. \$3.00.

The drama of the 1946 sports world presented in words and pictures by the best of the sports reporters. A thrill-packed review of the sports parade. This book is good reading for any real sports fan.

MEINECKE, CONRAD. *Cabincraft and Outdoor Living*. Foster and Stewart Publishing Co., c1947. 215p. \$2.75.

Necessary information for good living in the great out-of-doors, offering a way of escape and security to those burdened and worried with the problems of everyday living. It is cleverly written and illustrated, and inspirational, not only for camping fans, but others as well.

NEUSCHUTZ, LOUISE. *Five Million*

*Casualties on the Home Front.* Beechhurst Press, c1947. 184p. \$3.50.

Causes and prevention of accidents as well as first-aid treatment of minor injuries. It draws attention to seemingly safe objects which may cause physical, mental, and financial disaster. Reading this book has encouraged my inspection of the home and surrounding area for accident hazards and correction of faulty and inadequate equipment.

NEW YORK CITY. BOARD OF EDUCATION. *Procedures in Health Education For Girls.* Board of Education of the City of New York, 1946-47. 104p. (Curriculum Bulletin, No. 5).

A manual of procedures in health education for high school girls. Emphasizes physical education. Many areas of health education are omitted. Lacks unification.

SLAVSON, S. R. *Recreation and the Total Personality.* Association Press, 1946. 205p. \$3.00.

Offers social workers, educators, and community leaders a new insight on recreation. The author describes how the factors of sociology, psychology, physiology, and mental health influence the integration of the total personality. A great help in building one's educational philosophy.

YOCOM, RACHAEL B., and HUNSAKER, H. B. *Individual Sports For Men and Women.* A. S. Barnes and Co., c1947. 287p. \$2.75.

A brief but very adequate and instructive book concerning the teaching of archery, badminton, fencing, golf, and tennis. The various skill illustrations and analyses are presented in a very readable manner.

## Library Science

MARTIN, BROTHER DAVID, ed. *Catholic Library Practice.* University of Portland Press, 1947. 244p. \$2.25. (Univ. of Portland Miscellaneous Publications, No. 1).

"Mainly concerned with phases of librarianship which are susceptible to either Catholic or non-Catholic emphasis or interpretation," the papers in this collection deal with practically all levels and functions of library service, and also education for librarianship, censorship, and Catholic publishing.

## Literature

AUBRY, OCTAVE. *The Private Life of Napoleon.* J. B. Lippincott Co., c1947. 432p. \$5.00.

The aspirations and struggles of Napoleon, the obscure young man, courting the favor of influential persons, and his personal reactions to power are skillfully portrayed. Some of the intricacies help bring a better understanding of important military and political actions of the man, though the

author has succeeded admirably in confining the book to Napoleon's personal life.

BAKER, GEORGE. *Paris of Troy.* Ziff-Davis Publishing Co., c1947. 220p. \$2.75.

A cleverly written version of the story of the Trojan War. Achates, the faithful follower of Aeneas, is the story teller. The heroine is the beautiful Oenone.

BENCHLEY, ROBERT. *Benchley—or Else.* Harper and Bros., c1947. 373p. \$2.75.

Selections from some of his later writings. Editors of school magazines will find it a boon.

BOSTON, GEORGE L., with ROBERT PARRISH. *Inside Magic.* Beechhurst Press, c1947. 224p. \$3.00.

Readable reminiscences of a professional magician's assistant about the famous illusionists with whom he worked.

BULFINCH, THOMAS. *Bulfinch's Mythology.* Thomas Y. Crowell Co., c1947. 957p. \$3.50.

*The Age of Fable, The Age of Chivalry, and The Legend of Charlemagne* combined in one volume—Bulfinch's well-known three in new format, illustrated by Blaisdell, and having an important addition—a mythological dictionary-index.

BURKE, FIELDING. *Sons of the Stranger.* Longmans, Green and Co., 1947. 405p. \$3.00.

The setting is in the mining region of the West. A novel of love and adventure.

BUSH, MARIAN S. *They.* Beechhurst Press, c1947. 158p. \$3.00.

Essays on death, immortality, war, and other universal themes with reproductions of Mrs. Bush's remarkable paintings and drawings. Her work, she believed, was "simply telepathy between my mind and the minds of unseen people." Whether the result of automatic writing or not, the book is absorbing reading and startling in its prophetic passages.

CHAUCER, GEOFFREY. *The Canterbury Tales.* Prentice-Hall, Inc., 1947. 406p. \$3.00.

This text is selective, not complete. The introduction is informative but brief. The Explanatory Notes are suggestive, rather than adequate. The Glossary allows for no etymology, no principal parts, no oblique cases or forms. There are no plates except a sketched frontispiece of the Pilgrim's route. The paper is poor.

GREENBERG, DAVID B., ed. *Countryman's Companion.* Harper and Bros., 1947. 412p. \$3.00.

A collection of literary selections about country life, ranging from Aesop and Shakespeare to Chesterton and Robert Frost.

**HACKETT, FRANCIS.** *On Judging Books.* John Day Co., c1947. 293p. \$4.00.

Literary essays and a selection of book reviews by a favorite writer for *The Saturday Review of Literature* and *The New York Times*.

**KLING, ESTHER B., and KLING, SAMUEL G., eds.** *For Better, For Worse.* Henry Holt and Co., c1947. 489p. \$3.50.

A collection of forty-three stories of marriage. The authors are from many countries and date from the first century to the present. Petronius, Boccaccio, de Maupassant, Washington Irving, and thirty-eight others; each has something to contribute to this age-old ever-new question: for better, for worse.

**PATTERSON, R. F.** *The Story of English Literature.* Philosophical Library, c1947. 348p. \$3.75.

This book contains 250 lives of English authors arranged chronologically. The vocabulary is advanced for elementary and most high-school students, and the content is elementary for college students.

**VALTIN, JAN.** *Castle in the Sand.* Beechhurst Press, c1947. 495p. \$3.00.

The author of *Out of the Night* has written this novel, following the same theme of escape from oppression to the relative freedom of America, and showing how oppression follows, even to America. There is a marked socialistic bias, and some preaching. Well written.

**WARD, JUSTINE.** *Thomas Edward Shields.* Charles Scribner's Sons, 1947. 309p. \$3.50.

Sparkling biography of a biologist, psychologist, educator, Catholic University who "started out as a child incapable of learning," achieved his purpose of "making religion the central and foremost subject in the curriculum and a means of correlation with all other branches of knowledge."

## Music

**ANGOFF, CHARLES.** *Fathers of Classical Music.* Beechhurst Press, c1947. 164p. \$3.00.

An attempt to draw together, for popular consumption, the highlights of music in the seventeenth and eighteenth centuries. Such a book as this may well serve as an introduction to the music of such masters as Monteverdi, Gluck, the Searlatts, Lully, Purcell, Corelli, Handel, and many others of this period. The discussions are basically non-technical and are well written.

**GREEN, PAUL, and VARDELL, CHARLES.** *Song in the Wilderness.* University of North Carolina Press, 1947. 79p. \$4.00 cloth; \$2.00 paper.

Charles Vardell has set to music Paul Green's very stirring poem, *Song in the Wilderness*. This poem, dedicated to the memory of the settlers of North Carolina, has been dramatically set in the form of a

cantata for solo voice, chorus, and orchestra. It is by no means easy, but a well-trained chorus could give it a very stirring performance.

**REIS, CLAIRE R.** *Composers in America,* rev. ed. Macmillan Co., 1947. 399p. \$5.00.

An indispensable reference for up-to-date information about composers and compositions in America from about 1915 to the present. There is a biographical sketch of each composer, and detailed information concerning types of composition, performing time, publisher, and date of publication.

## Philosophy and Religion

**JOHNSON, LUCILE PETTIGREW.** *The Old Testament in Cross Word Puzzles.* W. A. Wilde Co., c1947. unp. \$1.00.

Fifty-two puzzles based on Old Testament subjects.

**MARTIN, HERBERT.** *The Inquiring Mind.* Barnes and Noble, Inc., c1947. 280p. \$2.75.

A book thoughtfully designed for those who have the taste to study the health of their souls. Not so light as to be trivial nor so heavy as to be wooden.

**SMITH, WILBUR M.** *Peloubet's Select Notes.* W. A. Wilde Co., c1947. 387p. \$2.50.

Helps for teaching the International Bible Lessons for 1948. Maps, illustrations, quotations from Biblical scholars, references to literature are included. A standard reference work for Sunday School teachers.

## Reference

**ALLEN, EDWARD FRANK.** *Allen's Dictionary of Abbreviations and Symbols.* Coward-McCann, Inc., c1946. 189p.

"Over 6,000 abbreviations and symbols commonly used in literature, science, art, education, business, politics, religion, engineering, war." Arranged alphabetically.

**CADWALLADER, DOROTHY KAY.** ed. *1947-48 Annotated List of Books for Supplementary Reading, Kindergarten-Grade Nine.* Children's Reading Service 80p.

Graded listing of 750 items from 40 publishers. These books may be purchased from this company at a discount.

**EELLS, HASTINGS.** *Writing a Thesis,* 4th ed. Antioch Press, 1947. 41p. 50c.

A brief, pointed manual which can serve the college undergraduate as "a guide to writing term papers, theses, and long reports." Suggestions on choosing a subject, finding books, taking notes, organizing the paper, making footnotes and bibliographies.

**FERNALD, JAMES C.** *Standard Handbook of Synonyms, Antonyms, and*

**Prepositions.** Funk and Wagnalls Co., 1947. 515p. \$3.00.

Completely rewritten by the editorial staff of Funk and Wagnalls, this is recommended for all school and college libraries and for the personal libraries of teachers and of college English majors. The index makes reference easy.

**HUTCHINSON, LOIS IRENE.** *Standard Handbook For Secretaries*, 5th ed. Whittlesey House, 1947. 616p. \$3.50.

The authenticity of this all-inclusive secretarial handbook makes it an invaluable aid to the secretary. Although the title correctly implies it is designed for the secretary, the book might well be placed as a text in the hands of the secretary in training.

**IRELAND, NORMA OLIN, ed.** *Local Indexes in American Libraries; A Union List of Unpublished Indexes*. F. W. Faxon Co., 1947. 221p. \$5.00. (Useful Reference Series, No. 73).

Compiled by the Junior Members Round Table of the A.L.A. A useful companion for the editor's *Index to Indexes*, a list of published indexes.

**MASON, BERNARD S., and MITCHELL, ELMER D.** *Party Games For All*. Barnes and Noble, Inc., c1946. 193p. 75c. (Everyday Handbook Series).

There are directions for social mixers, games, and contests, both active and quiet, for people of all ages from junior high school to and including adults. It is a useful handbook for anyone who has to plan entertainment for groups of ten to one hundred or more people.

**ZEIGER, ARTHUR.** *Encyclopedia of English and Dictionary for Home, School and Office*. Caxton House, 1947. 504p. \$3.95.

A work intended to serve both as "a work of reference" and as "a manual of instruction," this is a most ambitious project. There is a lot of matter, but of disparate quality and usefulness. The specialist will not be too pleased: the uninitiated will often be disappointed. But both will find things of interest.

## Science and Mathematics

**BETTINGER, HOYLAND.** *Television Techniques*. Harper and Bros., c1947. 237p. \$5.00.

Emphasizes the basic principles in program production, covering problems of equipment, composition of the picture, photography, script-writing, directing and producing. Primarily for active users of the television medium and serious students preparing to enter the industry.

**DUNLAP, ORRIN E., JR.** *The Future of Television*, rev. ed. Harper and Bros., c1947. 194p. \$3.00.

The author, associated with radio since

1912, presents an interesting glimpse of what is ahead for this new industry of sight and sound. Indexed.

**FOWLES, G.** *Lecture Experiments in Chemistry*, 3d ed. Blakiston Co., 1947. 612p.

A large revised volume of demonstrations and experiments useful to the college teacher of freshman chemistry. Many illustrations and some historical treatment are given. Appendix, supplement, and index are included.

**SPOSA, LOUIS A.** *Television Primer of Production and Direction*. McGraw-Hill Book Co., 1947. 237p. \$3.50.

An interesting and informative book on the descriptive aspects of television. It would be good reading for general science students, or for anyone desiring an up-to-date description of television, with a peep into the future.

**WALD, ABRAHAM.** *Sequential Analysis*. John Wiley and Sons, c1947. 212p. \$4.00. (Wiley Mathematical Statistics Series).

Sequential analysis is significant development in statistical techniques. Wald's book is a definite contribution in this important area.

## Social Science

**BRUMBAUGH, SARA BARBARA.** *Democratic Experience and Education in the National League of Women Voters*. Teachers College, Columbia University, 1946. 115p. \$2.10.

A report of the purposes and program of the National League of Women Voters. It describes the methods used in the political education of women and the encouragement of political action on the part of the individual voter to further sound democratic government.

**CHURCHMAN, C. WEST, and OTHERS, eds.** *Measurement of Consumer Interest*. University of Pennsylvania Press, 1947. 214p. \$3.50

This book is the result of a conference called by philosophers at the University of Pennsylvania for the purpose of studying the measurement of consumer interest. Who is a consumer? Can his interests and preferences be measured accurately? That is the theme of this book. It should be of great value and interest to all businesses engaged in satisfying the consumer.

**COMMISSION ON FREEDOM OF THE PRESS.** *A Free and Responsible Press*. University of Chicago Press, c1947. 139p. \$2.00.

The Luce-inspired Commission on Freedom of the Press, headed by Chancellor Hutchins of Chicago University, shows that what the press most needs to fear is not governmental regulation but the consequences of its own irresponsibility in an era of mass communication.

CRUZAN, ROSE MARIE. *Practical Parliamentary Procedure*. McKnight and McKnight, c1947. 202p. \$2.50.

A working knowledge of parliamentary procedure is one of the essential tools in the equipment of democratic leaders. Although in her effort to make this a practical text, Miss Cruzan has perhaps tended to over simplify problems; she has certainly produced a useful handbook for teachers and students alike.

EBENSTEIN, WILLIAM, ed. *Man and the State*. Rinehart and Co., c1947. 781p. \$5.00.

What are the major ideas that dominate political thinking in modern times? This anthology gives the answers in the words of their leading proponents. It is a splendid work worthy of use in political science, economics, and philosophy courses or for the general reader.

FLYNN, EDWARD J. *You're the Boss*. Viking Press, c1947. 244p. \$3.00.

Personal reminiscences of the boss of the Bronx and former chairman of the Democratic National Committee. His defense of the political boss is avowed. How politics works is shown with a good deal of detail. It should be widely read.

HARD, WALTER. *The Connecticut*. Rinehart and Co., c1947. 310p. \$3.50.

Written in scholarly style. The text is supported by evidence. It is logical and complete. Nevertheless, most readers, including scholars, will not experience a deep interest in the book since it is drogy and the sequences are not easily followed. It seems to be a scholar's attempt at writing popularly. The illustrations have only a remote relationship to the text.

JACOBY, NEIL H., and SAULNIER, RAYMOND J. *Business Finance and Banking*. National Bureau of Economic Research, 1947. 241p. \$3.50.

This book is the report of a Business Financing Project sponsored by the National Bureau of Economic Research. The purpose of the study was to determine trends and patterns in business credit, to trace changes in the financial structure of business and relate these changes to the national economy. This book is scholarly, written in research style, amply sprinkled with statistical charts, tables, and graphs. It should be of interest and value to suppliers of credit and economists.

KINCAID, ROBERT L. *The Wilderness Road*. Bobbs-Merrill Co., c1947. 392p. \$3.75.

This picturesque and romantic highway is presented in historical perspective. The part it has played in early settlement, westward expansion, the war between the states, and the economic and social development of a great region is presented in a way that is both readable and scholarly. Recommended as supplemental historical reading both for high school and college.

LATOURETTE, KENNETH SCOTT. *A Short History of the Far East*. Macmillan Co., 1947. 665p. \$6.00.

The reader who wishes to acquire background knowledge in Asiatic history can do no better than to start with Professor Latourette's volume. Though not burdened with details, it contains sufficient political and diplomatic history to give the reader a framework into which can be fitted generalizations concerning intellectual and cultural developments.

LUNDBERG, EMMA OCTAVIA. *Unto the Least of These*. D. Appleton-Century Co., c1947. 424p. \$3.75.

An authoritative, historical survey and analysis of public and private social service agencies for dependent, neglected, delinquent, physically handicapped, or mentally deficient children in the United States. Long associated with the United States Children's Bureau, Miss Lundberg has produced a work eminently suited for both general reference and text use for courses in child welfare. Reading list. Index.

MCCUNE, WESLEY. *The Nine Young Men*. Harper and Bros., c1947. 299p. \$3.50.

An interpretation of the Supreme Court and its justices since the days of "The Nine Old Men." Interesting and useful, with enough citations to back up the points made.

MACGIBBON, ELIZABETH GREGG. *Fitting Yourself for Business*. McGraw-Hill Book Co., 1947. 456p. \$2.50. (McGraw-Hill Series in Business Education).

Full of common sense and good advice—without platitudes. It is simply written; easy to read; very practical; and usable in all business classes and guidance work. The sub-title, "What the Employer Wants Beyond Skills," is quite descriptive of the general theme.

MACKAY, KENNETH CAMPBELL. *The Progressive Movement of 1924*. Columbia University Press, 1947. 298p. \$3.75.

Monographic study of the LaFollette Progressive movement. Treats relationship to earlier third party groups, events leading up to the 1924 campaign, the campaign and its issues, and an analysis of the election returns. Work concludes with an estimate of the Progressives' influence upon the New Deal.

McMICHAEL, STANLEY L. *How to Operate a Real Estate Business*. Prentice-Hall, Inc., 1947. 455p. \$5.00. (Prentice-Hall Real Estate Series).

Although this book emphasizes the principles of real estate salesmanship primarily, it includes many basic principles of general salesmanship. It should be of special help to the beginner in the realty field. For the general reader, too, it contains a wealth of information; even the ap-

pendix is usable. It is well-written, readable, authoritative.

MANDER, LINDEN A. *Foundations of Modern World Society*, rev. ed. Stanford University Press, c1947. 928p. \$5.00.

A summary of developments in the principal areas of international action brought down to date by this revision of a work which first appeared in 1941. Topics about which the book is organized include: quest for security, health, crime, monetary issues, minorities, and colonies. Presents a wealth of factual detail upon these matters which should make the book especially useful on senior college level.

NATIONAL OFFICE MANAGEMENT ASSOCIATION. *Manual of Practical Office Short Cuts*. McGraw-Hill Book Co., 1947. 272p. \$3.50.

A very valuable manual for office managers, or those in charge of office work (regardless of title). It contains over 600 ideas which have been proven in practice and found to expedite office routines and procedures. One idea adopted from this book may be worth several times its cost.

SHORES, MAJOR LOUIS. *Highways in the Sky*. Barnes and Noble, Inc., 1947. 269p. \$3.00.

A thrilling story of the development of the Army Airways Communications System before and during the war. Illustrations include photographs and maps.

SOPER, EDMUND DAVISON. *Racism, A World Issue*. Abingdon-Cokesbury Press, c1947. 304p. \$2.50.

An attempt at consolidating the resources of science and the Christian religion in overcoming the doctrine of inherent racial superiority. The racial problems of Russia, Germany, India, Africa, and South and North America are considered. While, as the author points out, the Christian ideal is radical, knowledge and understanding are prerequisite to and not the solution of the problems of racial prejudice.

STEARNS, RAYMOND PHINEAS. *Pageant of Europe*. Harcourt, Brace and Co., 1947. 1032p. \$5.00.

A source book in modern European history designed to supplement textbook materials. The volume contains a wealth of documents. The organization is good, and the author's introductions are adequate. Any college teacher of European history could profit by examining this book.

STEFFANSSON, VILHJALMUR, ed. *Great Adventures and Explorations*. Dial Press, c1947. 788p. \$5.00.

Of especial value and interest because they are given in the words of the explorers themselves. It is an excellent compilation of first-hand descriptions of Polar Lands and New Worlds as seen through the eyes of the discoverers. A valuable addition to college or high school libraries; it is also a book of general interest.

THOMPSON, LAURA. *Guam and Its People*, rev. 3rd ed. Princeton University Press, c1947. 367p. \$5.00.

The United States has kept the natives of Guam under military government since 1899. Miss Thompson, an anthropologist, was allowed to study these natives for six months in 1938-39. She was unable to secure military permission to revisit Guam for further study after World War II. Her systematic study of the life of these natives presents a picture that is far from flattering of the Navy's civil administration. The book is exceedingly timely.

VANDIVER, FRANK E., ed. *The Civil War Diary of General Josiah Gorgas*. University of Alabama Press, 1947. 208p. \$3.00.

This diary of a well-known Confederate officer is a worthy addition to the growing list of published source materials dealing with the Civil War. Particularly notable is this capable officer's reactions and views concerning the war and its prosecution. The editing is thoroughly done.

WALLACE, ARCHER. *One Hundred Stories for Boys*. Abingdon-Cokesbury Press, c1947. 171p. \$1.75.

Inspirational sketches, almost too brief, of famous personalities that appeal to boys. Of use as illustrative material for people working with boys.

WHIPPLE, GERTRUDE, and JAMES, PRESTON E. *Using Our Earth*. Macmillan Co., 1947. 296p.

Geographic understandings are presented in story form. Included are such topics as "How Men Have Changed the Pasture Lands," "Changing a Desert to Orchard Land," and "How a Railroad Changed a Town." The book is beautifully illustrated with kodachromes. Excellent for elementary school use.

WHITMAN, WILLIAM. *The Pueblo Indians of San Ildefonso*. Columbia University Press, 1947. 164p. \$2.75.

A posthumous publication of an ethnological field study in 1937, 1938, and 1939, of the village of San Ildefonso, New Mexico. The developmental behavior of children is discussed as well as the adult activities in family life, work, play, and religion. The author's spontaneous participation appears to have overcome some of the chief obstacles of the participant-observer method of research. Explanatory appendices of kinship terms and of Indian proper names; index.

WOOD, G. L. *Australia*. Macmillan Co., 1947. 334p. \$4.00.

The resources and development of Australia are ably presented in this collection of articles on agriculture, industries, and natural resources. Each chapter is written by an authority on the topic presented. It is informative and interesting—excellent reference material for the teacher or the high school student.

WOODLOCK, THOMAS F. *Thinking It*

Over. Declan X. McMullen Co., 1947. 292p. \$3.00.

A collection of articles which originally appeared as columns in the *Wall Street Journal*. The essays deal with: Society, Democracy, Law, Education, Economics, and Crisis. The writing is clear and effective; the viewpoint is consistently conservative.

ZEISEL, HANS. *Say It With Figures*. Harper and Bros., c1947. 250p. \$3.00. (Publications of the Bureau of Applied Social Research, Columbia University).

An introductory manual in the field of social statistics with particular reference to opinion polling and evaluation. While offering the experienced statistician the most recent developments, the style is simple enough to give the average reader an understanding of statistics.

### Textbooks and Workbooks

ARJONA, DORIS KING. *Fronteras*. Scott, Foresman and Co., c1947. 480p. \$2.48.

Well printed, profusely illustrated. Much Spanish American cultural material. Oral exercises.

BARTOO, G. C., and OSBORN, JESSE. *Algebra and You*. Webster Publishing Co., c1947. 520p. \$1.80.

A very teachable text in first-year algebra. It seems quite likely that there is an excess of arithmetical material which tends to crowd the time for development of algebraic content.

BILLINGTON, RAY ALLEN, and OTHERS. *The United States*. Rinehart and Co., c1947. 894p. \$5.00.

This is a new, one-volume textbook for college courses in American history. The sub-title *American Democracy in World Perspective* indicates the book's emphasis. The modern period is given fuller treatment than is the case in most comparable textbooks; the writing of all three authors is colorful; the illustrations are copious and carefully selected.

BLANCHARD, CLYDE I., and SMITH, HAROLD H. *Typing For Business*. Gregg Publishing Co., 1947. 374p. \$1.92.

A fresh contribution to the teaching of typing, using business material for the content of skill-building as well as production exercises. Another novel feature is the organization of the first semester's work around a five-assignment cycle. Five different texts in the series are available.

BOGART, ERNEST L., and KEMMERER, DONALD L. *Economic History of the American People*. Longmans, Green and Co., 1947. 856p. \$4.50.

Another edition of a classic in the field. Much of it has been rewritten and the materials have been re-examined in the light of the results of recent scholarship. Its or-

ganization, topical sentence, intelligent use of statistical data, and its interesting style and content make it well adapted to economic history courses at the undergraduate level.

BOYD, PAUL P., and DOWNING, HAROLD H., *A Brief Course in Analytic Geometry*. Van Nostrand Co., 1947. 180p. \$2.50.

A carefully written text in analytic geometry. The function concept and the concept of loci are emphasized.

BRITTON, JACK R., and SNIVELY, L. CLIFTON. *Algebra for College Students*. Rinehart and Co., c1947. 529p. \$3.00.

Well adapted to students needing a transition text between high school and rigorous college algebra. There is an excellent review of fundamentals including arithmetic in the first chapter of the book. The remaining chapters are sufficiently graded in variety and difficulty to lead the student gradually into traditional algebra. The book is not sufficiently difficult to answer for a complete preparatory course for technical courses. The tables and other helps in the Appendix are superb.

BRYANT, DONALD C., and WALLACE, KARL R. *Fundamentals of Public Speaking*. Appleton-Century Co., c1947. 580p. \$3.00.

A textbook for the college beginning course. It not only tells how to make effective speeches but also gives the basis for more critical and intelligent understanding of the psychology upon which the whole speech process is based.

BYRD, OLIVER E. *Workbook For Health*. Stanford University Press, c1947. 72p. \$1.00.

Hopefully designed for use in high school health program, it seems to be too ambitious. It contains a lot of good material, but a lot of meaningless forms.

CARR, JACK. *Cordially Yours, or How to Become a Letter Writer in One Easy Lifetime*. Graphic Books, 1947. 247p. \$5.00.

A clever approach to the matter of Direct Mail Advertising discloses the originality of the author before the reader arrives at the letters. More than a hundred of these, indexed and well arranged, present a strong argument for their value in business.

CARTER, HENRY H., and DAVIDSON, FRANK. *A Reader for Writers*, 2d ed. D. C. Heath and Co., 1947. 557p. \$2.50.

A careful presentation of those larger principles which underlie all good writing.

CASIS, LILIA MARY, and OTHERS. *El Mundo Espanol*. D. C. Heath and Co., c1947. Vol. I 509p; Vol. II 499p. \$2.60 ea.

Format very attractive. Much Spanish American cultural material. Exercises for oral drill and conversation.

"valuable . . . an overview of teaching and the schools in America."—*Bulletin of National Secondary School Principals*. "realistic . . . a comprehensive book on the nature and conditions of the work of the teacher."—*Guidance Index*.

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CENTENO, AUGUSTO. *Chico Mico*. Dryden Press, c1947. 154p. \$1.60.

"Adventures of a jeep which did not go to war." A first year reader, amusingly illustrated.

CLOUD, A. J. *The Faith of Our Fathers*. D. C. Heath and Co., c1947. 253p. \$1.68.

A textbook suitable for high school classes in the United States Constitution. Test exercises included may be used as study guides.

DAVIDSON, DONALD. *American Composition and Rhetoric*, rev. ed. Charles Scribner's Sons, c1947. 718p. \$2.35.

Expanded work in narrative and argumentation, and revised exercises in all sections add to its usefulness. One might suggest, gently, that the author revise further either the "Concise Handbook," or his style of writing.

DEMING, HORACE G. *Fundamental Chemistry*, 2nd ed. John Wiley and Sons, c1947. 745p. \$4.00.

A well-written revised edition of a college textbook for freshmen. It leans toward advanced topics, especially in physical chemistry. It has a glossary at the end of each chapter, and a choice of topics. Nuclear chemistry is included.

DYKEMA, PETER W., and OTHERS, eds. *Happy Singing*. C. C. Birchard and Co., c1947. 224p. \$1.24.

This book includes songs, games, dances, and music plays for grades one through four. The songs and pictures are attractive, have much child appeal, and are musically worthwhile.

ECKEL, PAUL E. *The Far East Since 1500*. Harcourt, Brace and Co., 1947. 820p. \$5.00.

Although designed primarily as a college text for courses on the Far East, this good, factual history should also be useful as supplementary reading for European and American history courses as it quite properly emphasizes relationships between the Asiatic peoples and the Western powers. Well over a third of the work is devoted to the period since 1919.

FENTON, CARROLL L., and KAMBLY, PAUL E. *Basic Biology for High Schools*. Macmillan Co., c1947. 726p. \$3.24.

An exceedingly well-written and well-illustrated textbook. It was planned to present "fundamental facts, principles, and problems in the science of living things." Little slips here and there throughout the book make one wish that it had been read by a biologist before publication.

FERGUSON, JOHN H., and MCHENRY, DEAN E. *The American Federal Government*. McGraw-Hill Book Co., 1947.

818p. \$3.75. (McGraw-Hill Series in Political Science).

A new college textbook, the material is confined to government at the national level. The volume is clearly-written with adequate reference lists and a number of good illustrations.

FLORES, ANGEL, and VAZQUEZ, ALBERTO. *Paisaje y Hombres de America*. Dryden Press, c1947. 182p. \$2.25.

Literary selections at intermediate level which give a cross section of Spanish American life. With the aid of the "Dutch door" vocabulary (an innovation) any word can be found without losing one's place in the text.

FUNK, CHARLES EARLE, ed. *New College Standard Dictionary*. Funk and Wagnalls Co., 1947. 1404p. \$5.50.

The scholarship and word selection is assured by an editorial committee of distinguished men. The pronunciation system is much simplified, and seems adequate. Derivations follow the definitions, a great improvement in arrangement. All information including tables (as of weights) is in a single, alphabetical index. The type, paper, and binding is good. Distinctly a modern dictionary that will meet almost all needs even of scholars.

GETZ, S. GEORGE, and OTHERS. *Essentials of Business Law*, 3rd ed. Prentice-Hall, Inc., c1947. 455p. \$2.40.

A revision with consumer emphasis but retaining the usual organization of content material. Unit headings are descriptive, but chapter headings are traditional. There is, at the end of each chapter, a summary, a vocabulary, questions, and cases. Additional cases are provided at other places in the text. There is nothing startlingly different in this revision, but it is up to the usual excellent quality of these authors.

GOOD, H. G. *A History of Western Education*. Macmillan Co., 1947. 575p. \$5.50.

The history and philosophy of current education put in excellent perspective and told in clean statement.

HAINES, C. GROVE, and HOFFMAN, ROSS J. S. *The Origins and Background of the Second World War*, 2d ed. Oxford University Press, 1947. 729p. \$4.00.

A revised and enlarged edition of a college textbook, published in 1943. A new chapter, "The United Nations Victory," has been added. The volume is well-suited for courses in recent international relations. The organization is good and the text is scholarly and well-written.

JOHNSON, CLAUDIUS O. *Government in the United States*, 4th ed. Thomas Y. Crowell Co., c1947. 976p. \$4.25.

A well-known college textbook. The general approach is functional, and all phases of American government are treated to

some degree. A portion of the appendix is devoted to questions and problems dealing with each of the 29 chapters. The reading lists are lengthy, with considerable emphasis to recent publications.

KANY, CHARLES E., and PINHEIRO, JOAO B. *Spoken Portuguese*. D. C. Heath and Co., c1947. 187p. \$1.36.

Very practical material for learning conversation.

KENNEY, JOHN F. *Mathematics of Statistics*, Part One, 2d ed. Van Nostrand Co., 1947. 260p.

A clearly written text in the mathematics of the basic elements of statistics.

LANDIS, PAUL H. *Your Marriage and Family Living*. McGraw-Hill Book Co., c1946. 373p. \$2.20.

An excellent textbook for high school courses dealing with family living. Plainly yet prudently and attractively written, it is far ahead of any high school textbook in this field that has come to the attention of this reviewer. Highly recommended for use either in home economics or social science departments.

LUTHRINGER, GEORGE FRANCIS, and OTHERS. *Money, Credit, and Finance*, rev. ed. D. C. Heath and Co., c1947. 389p. \$2.75. (Economics and Social Institutions, Vol. IV).

This second edition of the fourth volume of a six-book series considers the problems relating to the financial aspects of economic society. It covers the entire range of subjects from the origin of money to managed currencies and from taxation to public credit. The authors hew to the line and have left off much unnecessary factual material and minute details of legislation. For those courses that desire the inclusion of both money and banking and public finance in one volume, this book excels.

McKEE, PAUL, and OTHERS. *Developing Your Language. Building Your Language*. Houghton Mifflin Co., c1947. 247p; 216p. \$1.52; \$1.48.

Everyday needs of the average child in the third and fourth grades are basic to the provision made in these books for developing skill in communication. Oral use of language is stressed. Books are attractive in format. Colored illustrations add pleasure in using.

MALLORY, VIRGIL S. *New Trigonometry*. Benjamin H. Sanborn and Co., c1947. 264p. \$2.00.

The content of this book seems very carefully selected and organized into teachable units. Unfortunately the typography is poor. The size of the type is entirely too small.

MOLIERE. *Le Bourgeois Gentilhomme*, edited by Ronald A. Wilson. D. C. Heath and Co., c1947. 133p. \$1.20.

Preface, notes, and vocabulary.

MOLIERE. *Le Misanthrope*, edited by

Ronald A. Wilson. D. C. Heath and Co., c1947. 117p. \$1.12.

Preface, notes, and vocabulary.

MOON, TRUMAN J., and OTHERS. *Modern Biology*. Henry Holt and Co., c1947. 664p. \$2.96.

A revision of *Biology* brings this textbook up-to-date. New material has been added and the excellent features of the older books have been retained. An altogether charming and well-written high school biology.

NYBERG, JOSEPH A. *Fundamentals of Solid Geometry*. American Book Co., c1947. 267p. \$1.72.

Another text in solid geometry. There seems to be an abundance of applied problems.

PRATT, HELEN GRAY, and MOORE, HARRIET L. *Russia; A Short History*. John Day Co., c1947. 282p. \$4.00.

An enlarged version of a work first published by the American Council, Institute of Pacific Relations, in 1937. It devotes more than two-thirds of its pages to Russia since the World War. Quotations from Russian literature are freely used to illustrate the temper of the times. Authors tend to accept Communist official explanations at face value, and they rather lean over backwards in being fair.

RICE, THURMAN B. *A Textbook of Bacteriology*, 4th ed. W. B. Saunders Co., 1947. 603p. \$6.50.

An exceptionally fine summary of those essentials of bacteriology most useful for the general student. Also of great value for reference work in relation to general biology.

SANCHEZ, JOSE. *Espanol al Vuelo*. Macmillan Co., 1947. 176p. \$1.75.

An elementary reader based on a flight around the world.

SARETT, LEW, and OTHERS. *Speech*. Houghton Mifflin Co., c1947. 490p. \$2.20.

Will attract the interest of the high school students for whom it was written. It is a practical approach to speech, using conversation as the basic pattern and real life situations as examples and illustrations. Sections deal with basic principles, composition, public speech, and interpretation.

SCHLATTER, CHARLES F. *Cost Accounting*. John Wiley and Sons, c1947. 699p. \$6.00. (Wiley Accounting Series).

An excellent addition to the Wiley Accounting Series. The book is well-organized; the principles are presented in an orderly and logical manner, clearly explained and illustrated. Problem work is generous and varied. The content is complete and comprehensive. When the student finishes this text, he should know Cost Accounting.

SHELTON, WHITFORD H. *Basic French Dialogues*. D. C. Heath and Co., c1947. 255p. \$1.88.

ASTP technique: conversation developed through memorization based on imitation and repetition. Covers usual first-year topics. About 25 attractive photographs from France.

SHULTZ, WILLIAM J., *Credit and Collection Management*. Prentice-Hall, Inc. 1947. 814p. \$4.75.

Credit managers, or business men who are their own credit managers, will find much of value. It is technical, but readable; rather lengthy, but interesting; comprehensive, but thorough. For the experienced business man or the beginner, this book will pay its way.

SIMS, E. R., and SWITZER, R. S. *Repaso y Composicion*, rev. ed. D. C. Heath and Co., c1947. 325p. \$1.80.

Maps and illustrations. Oral exercises. Selections from Spanish and Spanish American authors in equal numbers.

SKAR, ROBERT O., and OTHERS. *Personal Business Law*. McGraw-Hill Book Co., c1947. 637p. \$1.96.

A book that alert teachers of business law will like. It is organized to appeal to students because it has life situations. Chapter headings are descriptive; assignment material is interesting and varied. It is organized to appeal to teachers, too, on an 18-week, 16-unit basis, with plenty of discussion questions, cases, topics, and projects.

SMITH, PAUL E., and BREEN, GEORGE E. *Selling in Stores*. Harper and Bros., c1947. 336p. \$1.96.

A well-planned, interestingly-presented and practical text "written to help the student prepare for his first year in a retail store." It should adequately serve its intended purpose in both co-operative and nonco-operative classes in salesmanship.

SNYDER, LLEWELLYN R. *Essential Business Mathematics*. McGraw-Hill Book Co., 1947. 434p. \$2.75.

An excellent text designed to build mathematical competency in one's business and personal activities. Part I is primarily a review of arithmetic essentials. Part II deals with discount, securities, insurance, social security, and the topics usually treated. A three-part appendix contains excellent remedial and supplementary material. This is a practical book; concisely and clearly written; well-arranged; teachable.

SPEARMAN, WALTER. *Visiting Among Recent Books*. University of North Carolina Press, c1947. 47p. 50c. (Library Extension Publication, Vol. XII. No. 6).

One of a continuing series of well-prepared "Study Outlines" intended for "clubs, libraries, discussion groups, correspondence

and extension students, teachers and individual readers."

STRAUSBAUGH, PERRY D., and WEIMER, BERNAL R. *General Biology*, 2d ed. John Wiley and Sons, c1947. 718p. \$4.75.

A revised edition of a standard college textbook. Sections on hormones and vitamins have been much revised and expanded. One of the better textbooks.

SWAIN, JAMES O. *Reudo Antillano*. D. C. Heath and Co., c1946. 245p.

A colorful and attractive introduction to "our American Mediterranean." First year conversational reader.

THOMAS, CHARLES KENNETH. *An Introduction to the Phonetics of American English*. Ronald Press Co., c1947. 181p. \$3.00.

Designed as a textbook for an elementary course in phonetics, this sound and scientific approach to the problem of American pronunciation is an excellent handbook for teachers and students of English. The discussion of regional speech differences is particularly intelligent and helpful.

THONSEN, LESTER, and GILKINSON, HOWARD. *Basic Training in Speech*. D. C. Heath and Co., c1947. 551p. \$3.25.

A textbook for a college beginning speech course, stressing the practical approach and providing also some basis for understanding speech behavior. The sections of the book deal with certain intellectual and emotional factors, necessary habits, speech composition, and the psychology of speech.

UPTON, CLIFFORD B., and FULLER, KENNETH G. *Arithmetic; Grade Six, Grade Seven*. American Book Co., c1946. 312p; 328p.

Teachable texts in sixth and seventh grade arithmetic.

VAN ALYSTYNE, RICHARD W. *American Diplomacy in Action*, 2d ed. Stanford University Press, c1947. 836p. \$5.00.

A rather completely revised edition of a well-known college textbook. The contents are divided into three broad headings—security, expansion, and neutrality—with numbers of chapters providing historical descriptions of each. The bibliography is extensive, and the volume is complete and clearly-written.

VAN RIPER, C. *Speech Correction, Principles, and Methods*, 2d ed. Prentice-Hall, Inc., 1947. 470p. \$4.00.

The author has done, even better than before, that difficult task of ordering and systematizing the principles and methods of speech correction developed since the appearance of his first edition. This is still the clearest and readiest approach for those who are seeking a basic knowledge of the field. A detailed index and ample bibliographical support make it a very valuable text.

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# PEABODY JOURNAL OF EDUCATION

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## THE RISE AND DECLINE OF THE TEACHERS COLLEGE

The state normal school was one of the most democratic of our concepts. It was a veritable new deal in educational opportunity for school children in humble and obscure places. There was no diffidence or half heartedness in its performance. It believed that it had been called to a holy mission, and it permitted no equivocation to undermine that belief.

Regarded in retrospect, we can discover in the early and middle periods of the normal school a touch of flamboyance, a flavor of zeal unbased on knowledge, an attitude of uncritical evangelism. Perhaps it had more will to do than wisdom to do with. But it *did!*

Even so. What it lacked in urbanity it possessed in singleness of purpose. It did not choose the classical ways of academy and college. Its mission was among humbler folk than the constituencies of the older institutions. It held its head high as does one consciously called. It taught its review courses, some courses in the theory and practice of teaching, a few content courses, some music, and added gradually some art. It indoctrinated its students with the odd notion that it was not only respectable but desirable to teach the hinterland's small children. And so it added both area and zeal to teaching. It carried the beneficence of teaching *to the least of these*.

About 1900, a new ambition began to stir the normal schools. And with their wonted eagerness they moved toward their envisioning. They added the third and fourth years to their curricula (sometimes a bit hurriedly, to be sure) and moved into the enchanting company of

the baccalaureates. After a few adolescent gestures they steadied themselves and began to wear their new honors and responsibilities with reassuring becomingness.

The decade of the twenties was the teachers colleges' golden era. It was then that they identified themselves with the whole procedure of public education. They were moved by the same sense of mission that had been so impelling to Mann and Tillinghast and Phelps and Edwards and William Harold Payne. They could say, *This one thing we do*, and find pride both in the singleness and rightness of that thing. They developed a new prestige among the people generally, and in legislative halls and councils.

And then some new notions began to creep into the thinking of the schools. Gradually they came to accept the validity of the national contention that the value of an elephant is in proportion to its bulk. The shouts from the arena were beginning to be most alluring—and naturally teachers rarely develop much expertness in arena shouting. The country needed doctors, lawyers, veterinarians, *et al.* Why limit the colleges to teachers? Why require local students, with no thought of teaching to go away to college? If it was a good thing to help educate teachers would it not be far better to help educate everybody else? And then, there was that trenchant inquiry from legislative committees; "What is your enrollment?"

There is no need to detail the matter further. The story is well known. The normal school has no need to apologize for its record. Quite the contrary. It, more than any other institution, rescued the elementary teacher from a life of professional degradation and directed her to the esteem which is now hers. The normal schools, more than any other institution, infused teaching with the spirit of democracy. Some of its work may have been a bit shoddy, but there was nobility in its purpose, and indefatigability in its work. It grew into the teachers college which for three decades carried on with zeal and keen focus. Some remain inspiringly steadfast to the premise of their founding, but now the teachers college, as such, seems in danger of passing. It would be more accurate to say that the country's children are in danger of its passing.

# EDUCATIONAL RESEARCH IN THE SOUTH RELATED TO ACTION PROGRAMS

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JOHN E. BREWTON

Director, Division of Surveys and Field Services  
George Peabody College for Teachers

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Among the recent developments in the field of educational research of significance to a broad program of education in the South are: attempts to discover how education can give proper and effective emphasis to resources and their use; attempts to discover how the general quality of living can be raised through education; attempts to bring research findings into action programs through research interpretation; attempts to study the general problems of elementary and secondary education in the South; and attempts to study the general problems of higher education.

## *A. Attempts to Discover How Education Can Give Proper and Effective Emphasis to Resources and Their Use*

Perhaps one of the most essential areas in which research facts should be made accessible for educational purposes is in the proper use of our resources. One of the first efforts in this field was made by the Committee on Southern Regional Studies and Education. The purpose of the work of this committee is to explore means for insuring the continuous flow of research on southern resources into the educational field. Many of the ideas put forth in the Committee's first conference in 1943 were incorporated in *Channeling Research into Education*, which has received wide distribution. The Committee has since been engaged in efforts to create the machinery for continuous communication between educational agencies and fact-finding organizations that are studying and working with southern resources and problems. Its primary function has been to suggest methods by which such machinery may be developed, and to assist in the provision of information and necessary materials.

The Committee pointed out in its 1944 Conference the need for providing teachers with better selections of educational materials on state and regional resources and problems. One suggestion for meeting this need was the establishment of a regional materials service which would facilitate the distribution and use of educational materials on regional, state, and local levels. As a result, in 1945 the Regional Materials Service was established at George Peabody College for

Teachers. The Service makes available a reservoir of information concerning both natural resources and their use, and the social patterns which affect the life of the average Southerner. *Your Region's Resources*, an annotated bibliography of books and pamphlet materials for all age and grade levels, was published recently by the Service.

A committee of the Southern States Work-Conference is at present co-operating with the Committee on Southern Regional Studies and Education in a resource-use education project. Their primary concern is with a South-wide program for improving the use of teaching materials, with emphasis on in-service training. They hope ultimately to publish guides that may be helpful to teachers in implementing all phases of their curriculums with instruction relating to resource-use. Committees will analyze materials from schools of education, teacher training institutions, and liberal arts colleges.

At the request of the Committee on Southern Regional Studies and Education, the Institute for Research in Social Science at the University of North Carolina is preparing a volume on the South at the eighth-grade level for use in the schools. This regional volume will include such general topics as: concepts and philosophy of resource use, facts about resources, conservation practices, facts about possible development of resources, and ways in which citizens can work for the most desirable utilization of resources. A preliminary volume, entitled *Exploring the South*, has been issued for experimental use in classrooms and for checking by teachers and special readers.

Similar volumes, limited to the resources of particular states, are being prepared for educational purposes in most of the southern states. Pupils in Kentucky schools have an opportunity to learn about their resources through *Kentucky's Resources*, a source book for both pupils and teachers published by the Bureau of School Service, University of Kentucky. A book on *Louisiana's Natural Resources* is already in use by Louisiana's high school pupils. The University of North Carolina Press has published *North Carolina Today*, a comprehensive survey of the state's human and natural resources. A study of the activities of various governmental agencies in managing the natural resources of the state was published in June of this year by the Bureau of Public Administration of the University of South Carolina, entitled *South Carolina's Natural Resources: A Study in Public Administration*.

Mississippi State College recently has initiated a long-range program of resource-use education through the establishment of a department in its School of Education. The scope of the proposed study consists of four phases: an exploratory period for stimulating interest and

obtaining co-operation; a teacher training period; the production of instructional materials, particularly for the junior high school and upper grades; and the creation of administrative districts.

*B. Attempts to Discover How the General Quality of Living Can Be Raised Through Education*

Aside from an emphasis upon an improved use of resources, several institutions have been engaged in other attempts to discover how the general quality of living can be raised through education.

At Vanderbilt University, the Institute of Research and Training in the Social Sciences is engaged in two major activities: (1) research in the various social sciences, with emphasis on the social, political, and economic problems of the southern region; and (2) training of graduate students in the fields of business and public administration, including a three months' internship. Through its research activities, the Institute has already made a valuable contribution to the region. It has published nine research monographs dealing with such problems as the TVA power controversy, the inter-regional freight rate issue, the cotton economy of the South, and the impact of war on population redistribution. Future problems to be studied by the Institute will deal with those arising from the industrialization of the South.

The Southern States Work-Conference has attempted to discover a framework within which states and localities may plan for a better South through education. It proposes to face first the problems of the people, and from these problems to move toward their solution through public education. Some of the means by which this may be done are indicated in the Work-Conference report for 1943, *Building a Better South Through Education*. How the utilization of human and natural resources may be improved, and how the curriculum may be adjusted to bring about this improvement are some of the topics discussed in this study.

Also seeking to improve the general quality of living is the Southern Rural Life Council, with headquarters at Peabody College. The Council, a co-operative project of four institutions—Peabody College, Scarritt College, Vanderbilt University, and Fisk University—seeks to develop a comprehensive program for the improvement of rural life through community development. Because of the importance of stimulating and educating the public to the acceptance of any improvement program, the Council is now making a study of the public relations activities of health departments, agricultural extension services, university extension divisions, planning boards, and church groups. The study includes an analysis of techniques which have been found successful and barriers which are being experienced by leadership.

A study of community school programs in the South has recently been completed by Mr. W. K. McCharen. The study attempts to define and interpret a community school program; presents case studies of public elementary and secondary schools for both white and Negro races; and attempts to analyze the characteristics of a community school program. Twenty-two schools, including an entire parish program in Louisiana, are studied. The study is being published by the Division of Surveys and Field Services of Peabody College.

Three universities—the University of Kentucky, the University of Vermont, and the University of Florida—are actively engaged in attempts to raise the economic level of communities. Effective ways of providing food, clothing, and shelter are major problems confronted by the majority of citizens. However, the ordinary textbooks, teaching schedules, and other instructional materials are almost devoid of information relating to ways of providing for these necessities. It is particularly difficult to obtain materials related directly to local needs and conditions. These three universities, therefore, with grants from Alfred P. Sloan Foundation, are seeking to find means for meeting this deficiency in our public instruction.

The University of Kentucky has prepared approximately thirty-nine booklets about food; the University of Florida has developed approximately twenty-three booklets for housing instruction; and the University of Vermont has prepared ten instructional booklets on clothing. These materials present an example of local materials developed to meet local needs. Many of these materials can be used immediately in almost any school and community program; others serve as guides for the development of materials more applicable to a particular locality.

The value of this economic education is being examined through an evaluation program carried forward in experimental schools using the new instructional materials and in control schools using regular textbooks. Currently available evidence in the form of anecdotal records, records of supervisory activities, appraisals of teachers and pupils, photographic records of physical changes in classrooms, and interest of the communities in the schools indicates that schools can contribute greatly to the improvement of living through the school curriculum.

#### *C. Attempts to Bring Research Findings into Action Programs Through Research Interpretation*

Reference has already been made to the necessity for disseminating the vast amount of information we have gained through research. The primary limit to the usefulness of our present knowledge regarding

the use of human and natural resources is the extent to which this knowledge is understood.

A story from the Camp Livingstone Communique illustrates the value of concise and simple language. Someone wired a government bureau asking whether hydrochloric acid could be used to clean a given type of boiler tube. The answer was: "Uncertainties of reactive processes make use of hydrochloric acid undesirable where alkalinity is involved." The inquirer wrote back, thanking the bureau for the advice and adding that he guessed he would use hydrochloric acid. The bureau wired him: "Regrettable decision involves uncertainties. Hydrochloric acid will produce submuriate invalidating reactions." Again the man wrote, thanking them for their advice and adding that he was glad to know that hydrochloric acid was all right. This time the bureau wired in plain English: "Hydrochloric acid," said the telegram, "will eat hell out of your tubes."

Exactly such situations have led to research for the most effective means of bringing information into action through public knowledge. Located at Alabama Polytechnic Institute, Auburn, is the Research Interpretation Council, engaged in activities to promote distribution of information. One of the activities of the Council has been the re-writing of bulletins for farm groups. For example, it translated *Turkey Talk*, a bulletin of the Alabama Extension Service, from a reading level at which only 16 per cent of the farmers would have been able to read it, to a reading level understandable to all groups.

In attempting to answer the question: "Who Can Read Our Writing?" the Council has graphed the reading levels of major population groups for each southern state. Thus, when the readability index of a publication has been found, its number of potential readers may be determined. The study indicates that publications written for the nation's adults will serve only 40 per cent of the South's general population, and only 27 per cent of its farm people.

The Council has also conducted a communication survey in order to discover how Alabama farmers get agricultural information. One finding is that farmers with college education use 70 per cent more ideas than those with little education. Particularly interesting is the fact that 65 per cent of the farmers report getting good ideas from children in school. This indicates the challenging opportunity schools have for improving farm practices with their communities.

Also engaged in making facts understandable is the Division of Research Interpretation of the Institute for Research in Social Science at the University of North Carolina. The Division of Research Interpretation analyzes and re-writes materials for publication at desired

reading levels; it evaluates the effectiveness of media of communication; and it puts these activities to practical test through community programs.

Closely related is the work of the Communication Center also at the Institute for Research in Social Science, University of North Carolina. The Center is planning an experimental project in mass communication, which will test the effectiveness of newspapers, radio, and motion pictures in transmitting two stimuli to eight communities. In addition to an analysis of the relative effectiveness of these three media, the study will test the differential impact of the stimulus on different socio-economic strata.

*D. Attempts to Study the General Problems of Elementary and Secondary Education in the South*

Successful attempts to improve any aspect of elementary or secondary education contribute to the progress of education as a whole. Some of the efforts of the Southern States Work-Conference toward the building of a better South have been indicated. During the past year the Conference completed a study of ways to improve elementary education as one of the essential steps toward the betterment of living within the area. It has been found that approximately one-fourth of the adults in the southern region do not go beyond the fifth grade in school. The starting point for improvement, therefore, must be the elementary grades, as it is here only that practically *all* the children of *all* the people can be reached.

The Southern Association of Colleges and Secondary Schools is also concerned with elementary education, and has undertaken this year a broad study of its entire structure within the South. General objectives are: to arouse wide interest in the improvement of the elementary school; to set desirable standards for an effective elementary school; to locate schools doing superior work in as many areas as possible; to stimulate teacher education institutions; and to integrate elementary and secondary education.

Many colleges and universities throughout the South maintain survey divisions or bureaus of educational research which aid in raising standards of education in various areas. For example, the Bureau of Educational Research of the University of Mississippi has in progress a comprehensive study of the Financial Support of the Public Elementary and Secondary Schools of Mississippi. The Bureau of Educational Research and Field Service of the University of Georgia recently made a comprehensive *Survey of Public Education of Less Than College Grade in Georgia*; has undertaken studies dealing with (1) distributive education, (2) education in agriculture and forestry, (3) homemaking

education in Georgia; and has conducted two county school surveys. A comprehensive nutritional education project, designed to improve school and community health in some twenty pilot schools is also in progress. The Bureau of School Services at the University of Kentucky conducts studies working toward better instructional practices. The effectiveness of the teaching of home economics, the factors associated with a state's educational level, and an experimental study of children's understanding of instructional materials are some of the Bureau's recent projects. The Bureau of Educational Research at the University of Alabama has made surveys of school building needs in the cities of Anniston and Tuscaloosa, a study of Stillman Institute, and a Co-operative Study of the Mobile Public Schools. At the University of Oklahoma studies have been made of school acceleration and retardation among rural and village children. The Director of the Bureau of Educational Research has completed a published research on *A Basic Vocabulary of Elementary School Children* which will be of great assistance in the preparation of textbooks and instructional materials for elementary grades.

The Division of Surveys and Field Services of George Peabody College conducts comprehensive school and college surveys throughout the southern region. Among the recent surveys completed are a study of public higher education in South Carolina; public education in Idaho; educational institutions sponsored by the American Church Institute for Negroes; public schools of Raleigh, North Carolina; schools of Orangeburg city and county, South Carolina; and schools of Lauderdale County, Tennessee. Offices are being opened in Santa Fe, New Mexico, and Columbia, South Carolina as centers for comprehensive surveys to be made of public education in these states. Other surveys in progress are Little Rock, Arkansas; Giles County, Virginia; Spartanburg, South Carolina; and Jefferson County, Kentucky.

#### *E. Attempts to Study the General Problem of Higher Education*

Many programs for the advancement of education in the South undertaken by higher institutions or at their stimulus have been described. Continuation of leadership by higher educational institutions depends upon the quality of higher education. A study of training offered at institutions of higher learning, therefore, is as important as the study of elementary and secondary education.

The Co-operative Studies Conducted under the Auspices of the Committee on Work Conferences on Higher Education of the Southern Association of Colleges and Secondary Schools represents one major study of higher education. The report of these studies, *Higher Education in the South*, is the culmination of the thinking, conference, and

discussion of some of the ablest workers in higher education in the region. Three Southwide Conferences were held in 1941, 1942, and 1946, and in the meantime one hundred and fifty-four colleges and universities had faculty committees at work on various phases of higher education. Special studies have been made by experts in the three broad divisions of knowledge: the humanities, the natural sciences, and the social sciences. Recommendations are made for courses in these fields, curricular organization and administration, attitudes to be developed, methods of instruction and evaluation of results, and qualifications of teachers. In addition, the report contains discussion and recommendations for the graduate school, the organization and administration of higher education, the education of teachers, student personnel work, the library, and the relationship of the college to the community.

The Institute for Research in Social Science at the University of North Carolina, at the request of the Southern Association, is making a co-operative study of college teaching of social sciences in the South. Topics such as the role of the social sciences in general education, teaching methods, administrative problems, and evaluation and testing are being studied.

Improvement of the average college faculty has been the objective of the experimental program of the Carnegie Foundation for the Advancement of Teaching. The program, inaugurated in 1946, has four designated centers, each with five related colleges: Georgia Center, Nashville Center, New Orleans Center, and North Carolina Center. The Carnegie experiment proposes to improve instruction by stimulating creative activity among faculty members. The program is thus a varied and wide one, with many small individual projects. It is too soon to evaluate the program as a whole, but two results are evident: first, a constant flow of new knowledge is being fed into the complex of southern education and human knowledge; and second, many members of instructional staffs are more interesting and better informed teachers because of their opportunity for study. One instructor of classical civilization who was given the opportunity of visiting Rome declared: "...I wonder at my own temerity in attempting to teach about these wonders before I had had the privilege of seeing them."

Much recent educational research in the South is of significance to a broad program of education in the region because it is definitely related to action programs. These programs have as their purposes: the giving of proper and effective emphasis in the educational program to resources and their use; the improvement of the quality of living through education; the dissemination and interpretation of research

through education; the improvement of the character and quality of education of children and youth; and the improvement in the character and quality of teaching and learning in institutions of higher education.

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# THE ECONOMIC VALUE OF A WELL-ROUNDED EDUCATIONAL PROGRAM IN THE SOUTH

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JAMES E. WARD

Professor of Educational Sociology  
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Matthew Arnold's dictum that there can be no great poem without a great subject has become a truism which may be applied to an educational system; there can be no great educational system without a great program of studies. We might go further and say that without a great educational system, democracy is imperiled since we do not educate for democracy, but education is democracy.

The South needs this great educational system. No matter how good our system is now, it could and should be better. A "great educational" system, among other things, must be well rounded and many sided. When these terms are used they are not to be thought of as a scholastic department store with one counter carrying certain goods and others another type of goods.

Educators are by no means agreed on the goals to be sought. Every pressure group wants its own goals included. Some educators' favorite adjective is vocational since the purpose of education to them is to equip individuals with knowledge and skills capable of being turned into a source of livelihood. Other educators like the phrase "citizenship education" since they say education should have as its object the production of good citizens. Still others stress "cultural" education because to them education has no function other than to fill the pupils' minds with all that is considered good and true and beautiful and classical. Others stress scientific education since education's purpose to them is to enhance the scientific habit of mind. Still others speak with confidence about other types of education.

As each group has had itself heard we have added department after department and now we have an educational system selling a bill of goods similar to that sold by department stores. It should not be a scholastic department store.

Education should not be pointed in the direction of any particular group's aims, but it should have a co-ordinated goal to meet its many tasks which include the training of the intelligence, widening the mind, enlarging interest, and teaching the techniques on which modern civilization is based. Thus, in the first place, the South needs a well-

rounded educational system that is united in its approach: one that is outstandingly progressive both as to curricula and buildings.

Then again, the South needs a well-rounded educational system that has focused its objective on meeting the needs and demands of contemporary living of all groups. There are over 30,000 gainful occupations listed in the United States Census. The South has most of these. We are a region of varied agricultural and industrial development. Our educational system should administer to the needs of all who live within our borders.

The basic problems or needs which confront and affect everyone, regardless of present or future social, economic, or occupational status, are health and safety, food and utensils, clothing and textiles, shelter and housing, power and speed, transportation and travel, communication and records, vocation and occupations, avocation and leisure, and democracy and democratic living. An educational system seeking to meet these needs will aid in man's social training and should afford a broader knowledge and experience relative to current existing social and economic problems.

Well-rounded schooling and training pays high dividends, not only to the individual, but also to the community and state and nation which affords it. In education, as in everything else, you get just what you pay for.

Regardless of natural resources there seems to be no country which has achieved a high living standard without a high general level of a well-balanced education. What it really boils down to is this. The intelligence, the educable capacity of a population, is the greatest resource of any nation. Unlike other resources it increases with exploitation. And the extent to which it is developed is a rough measure of the prosperity that nation will have.

You might expect that a country with a good climate, rich land, extensive deposits of mineral and oil, and some of the cheapest power in the world would inevitably have a high living standard. Colombia has all this. Power there is so cheap that a dollar a month would cover the charges for a household equipped with every conceivable electric gadget. But these assets have been worth very little so far in the hands of a population which has neither the skill nor the incentive for exploiting them.

Switzerland, on the other hand, has one of the world's highest living standards. Yet with poor soil, a severe climate, few minerals, and a mountainous terrain—just about its only asset among its resources is the educable capacity of its people.

If the South would raise its standard of living, a better balanced educational system for everyone in the region is the proper place to begin.

(1) Education reflects in purchases. Larger budgets for education would—via larger pay checks—mean more business for everyone. Education pays. It is as much a long-term investment in increased demands for consumer goods and services as advertising. But training in technical skills alone will not pay the highest dividends any more than a one-sided cultural educational approach will. If education is to pay off, it must be well-rounded and balanced. Investment in education is investment in business, in the betterment of a state and nation. No truer statement has been made than that contained in this little formula: the cultural level of the masses of the people is the basis of good business.

Some will question why this is so. First of all, education aids in increasing the productivity of business by improving the occupational effectiveness of the individual. Trained persons produce more than unskilled persons. An economy such as ours would be impossible without the increasing numbers of the trained persons which the schools and colleges have helped to supply.

(2) Education aids in increasing national productivity by promoting occupational mobility. When the door of educational opportunity is kept open workers may obtain the training permitted them to transfer from unskilled, overcrowded, and low-paid callings to those in which their service is of greater economic value.

(3) The provision of educational opportunity encourages people to rise through personal effort. When opportunity depends more upon individual effort, and less upon social and economic position of family and similar factors, a powerful incentive is provided.

(4) Education contributes to economic well-being by providing the general economic intelligence essential for effective work and living in a complex, industrial economy.

(5) Schools and colleges contribute to economic welfare through consumer education. The quality and the amount of satisfactions received by consumers depend upon the knowledge and intelligence which enter into the economic votes cast each time a purchase is made. The whole pattern of a democratic nation's economy is a reflection of the ideals of its consumers. If standards are at a low level, production schedules will be planned accordingly. Quality of goods and services is also largely determined by the consumer. If shoddy goods and inferior services find a ready market, they will be produced in large quantity.

(6) Education promotes economic well-being through the development of broad social intelligence on economic problems. A high degree of economic literacy is required so that citizens may have the ability to criticize and intelligently appraise the economic goals and policies of society.

These six answers were contained in the 1939 report of the Educational Policies Committee and they represent judgment based on detailed and lengthy study.

From the economic point of view it is wise public policy to offer the kind and amount of education which will result in the largest total income after paying the cost of the education to individuals and to the nation.

A well-rounded education will mean more of our boys and girls remaining in school for longer periods of time. The interests and needs of all are not the same and a one-sided educational approach will mean that hundreds upon hundreds of the South's youths will each year be thrown foolishly into the overcrowded ranks of casual and unskilled labor who could have qualified for callings which demand more and pay more. They have both the capacity and the ambition to so qualify. But we permit fortuitous forces beyond their control to sentence them to thirty or forty years of low-grade and low-paid service. They earn less and therefore buy less. The longer the period of schooling, the more the earnings will be, but even more important, the better selection of goods and services that should be forthcoming. The losing of many of our youths from school in the early grades is undemocratic and uneconomic and can be corrected to a very large extent by the right kind of well-rounded educational system.

With the rapid expansion of industry in the South, with the probability of an advanced age of employment, with the great problem of re-adjustment of industrial workers, with the demand for the rehabilitation of disabled veterans, with the knowledge that other sections are making provisions for a greatly expanded program of training, and with the thought in mind that the South's children are just as capable, just as intelligent, and just as ambitious as are the children of other regions, the South can ill afford not to provide a well-rounded education to all. It will cost a great deal of money, but the future of the South and the future of our children demand that plans be made for the full development of our resources—physical as well as human. Such a program should be considered as an investment rather than as an expense. A good investment yields large and valuable dividends.

# SUPERVISION OF INSTRUCTION

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The purpose of this paper is to make a preliminary investigation into the origin and development of the concept of instructional supervision in institutions of higher learning. The present study is not concerned primarily with the arguments for and against supervision, except as they are incidental to tracing the rise and growth of the concept of supervision.

A search of the literature was undertaken employing three approaches—periodicals, reports of administrative officers, and the annual proceedings of various associations of colleges and universities. The assumption underlying this differentiation is that the periodicals reflect what the individual professor thinks about supervision; the annual reports indicate the thinking of administrative officers; and the proceedings of the associations reveal what professors and administrators acting in concert with each other think about the problem.

Of course, the fact that there will be some overlapping between these three groups is granted. There are articles in the periodicals written by administrators, and some of the ideas found in the proceedings represent minority viewpoints, but, because of the range and span of material reviewed, the lines of demarcation are quite plain.

It is interesting to note that the concept of improving college instruction is relatively recent. A search of the *Reader's Guide Index* from 1905 to 1925 reveals thirteen articles under the topic of teaching in colleges and universities. Not until 1925 is Improvement of Instruction listed under a separate heading. Of the thirteen articles, two deal with specific methods of teaching, two with the amount of time devoted to teaching and research, one with teaching load, and the remaining eight on improving instruction.

In this last group, we find the first appearance in periodicals of the concept of supervision of instruction at the college level. M. L. Robinson in *School and Society*, October 9, 1915, wrote on the "Need of Supervision in College Teaching" and presented some cogent arguments for supervising college teachers.

In 1918 the editors of *School and Society* published the report of the Senate Committee on Educational Policy of the University of Chicago under the title, "Methods of Discovering the Exceptional Teacher." The Senate Committee was asked by the President of the University to

help him solve the problem of discovering the exceptional teacher. A letter of inquiry was sent to ten universities, eight state universities and two colleges. Only one President (University of Michigan) reported that instructional efficiency was evaluated by means of a system of supervision. Heads of departments or deans of the schools periodically turned in reports of their judgments which were based on class visitations. The Senate Committee recommended as the most satisfactory method of discovering the exceptional teacher the visitation of classes during the program of instruction.<sup>1</sup>

The next article to deal with supervision appeared eleven years later when O. A. Anderson of Stanford contributed "Who Shall Supervise College Teaching" to *School and Society* (November 9, 1929). He recommended that supervision be introduced as a "service function through an office that bears a staff relationship to the administration"<sup>2</sup> and that supervision be a "joint attempt of faculty and administration to solve specific problems in the organizing and teaching of courses."<sup>3</sup> Professor Anderson concluded his article with the warning that better ways of teaching would be found "not by dictatorial pronouncements of so-called experts, but through evaluated experimentation conducted by the instructor and in collaboration with those who have had broad experience in such experimentation."<sup>4</sup>

In *Education* for May, 1930, appeared a report of one institution's attempt to improve instruction by an experimental study of seven methods, one of which was class visitation. The conclusion reached by the writers in the use of this method was that "the reputation of the college teacher as being hostile to supervision has been exaggerated."<sup>5</sup>

In 1931 the Conference on the Improvement of Instruction was held at the University of Kentucky. This was a notable occasion in that it was possibly the first conference devoted entirely to the problems of instruction. The report of the Conference was published in three journals—*American Association of University Professors Bulletin*, August 1931; *Association of American Colleges Bulletin*, December, 1931; and *School and Society*, November, 1931.

This report was written by a committee composed entirely of faculty members who recommended that deans and heads of departments at-

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<sup>1</sup> Bode, B. H., "Methods of Discovering the Exceptional Teacher," *School And Society*, March 30, 1918, p. 382.

<sup>2</sup> Anderson, O. A., *School and Society*, November 9, 1929, p. 646.

<sup>3</sup> *Ibid.*, p. 647.

<sup>4</sup> *Ibid.*,

<sup>5</sup> "A Program for the Improvement of Instruction as Initiated at Park College," *Education*, May, 1930, p. 554.

tempt to improve instruction by advising and directing younger staff members, by holding frequent departmental meetings to discuss teaching problems, and by observing classes.<sup>6</sup>

A slightly different viewpoint on supervision of instruction was presented by S. C. Garrison in his article "Direction of College Instruction." Dr. Garrison advocated the term "direction" rather than supervision, maintaining that direction was preferable to supervision because of the psychological implications of the term, and because the supervisory function in college teaching is broader than in elementary and secondary teaching, i.e. there are more teachers in college to guide the development of the student than in the other two types of institutions.<sup>7</sup>

Dr. Garrison suggested that a director of instruction be appointed whose duties consisted of integrating the activities of several teachers and of co-ordinating the work of the various departments so that "students will derive the greatest educational development possible from their college life."<sup>8</sup>

In 1934 Harlan and Eells attacked the problem of improving instruction via supervision in an article, "The Improvement of College Teaching." The authors made no attempt to advance solutions, but enunciated what they considered to be basic questions concerning supervision and the improvement of instruction:

1. Why do many faculty members hold that their own classes are of no concern to anyone except themselves?
2. What justification is there for feeling that the supervising officer does not know about how to teach as they themselves do?
3. What can be said for and against class visitation by directors of instruction? Does supervision necessitate class visitation?
4. What are the essential qualities of a good director of instruction?
5. What is the difference between real supervision and inspection?<sup>9</sup>

In 1939 two studies on improving instruction and dealing with the problems of supervision were undertaken by local chapters of the American Association of University Professors—"The Evaluation of Faculty Services," a report of the Committee of the University of Michigan Chapter of the AAUP, and "Efficiency of Instruction in College" by O. C. Schwiering in co-operation with the University of

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<sup>6</sup> Conference on the Improvement of Instruction, *A.A.U.P. Bulletin*, August 1931, p. 567.

<sup>7</sup> Garrison, S. C., "Direction of College Instruction," *Journal of Education*, June 1931, p. 576.

<sup>8</sup> *Ibid.*, p. 578.

<sup>9</sup> Harlan and Eells, "The Improvement of College Teaching," *Junior College Journal*, Nov. 1934, pp. 29-31.

Wyoming Chapter of the AAUP. It is interesting to note that both investigations were prompted by the Presidents of the respective institutions.

The Michigan study dealt with three procedures to ascertain teaching ability—visiting of classes, evaluation of teaching ability by colleagues, and student questionnaire. In the discussion of class visitation the Committee writing the report maintained that “it is an obvious fallacy to assume that every potentially able teacher will be good without special help and direction from those who are more experienced.”<sup>10</sup>

To meet this need, the Committee proposed the establishment of a system of internship in which beginning teachers would be placed under the direct supervision of older members of the department. Their task would be two-fold: to advise the young teacher in planning his work and in classroom procedures, and to evaluate his present and potential performance, reporting periodically their observations to the person in the department responsible for appointments and promotions.<sup>11</sup>

The Wyoming study of the efficiency of instruction was based on a questionnaire which was sent to 61 colleges and universities—25 State Universities and Land Grant Colleges, 15 State Teachers Colleges, and 16 Privately Endowed Colleges. Of the thirteen questions asked, three are pertinent to our investigation.

1. Who is responsible for instructional efficiency? Returns showed that the dean and departmental head were most frequently responsible. Ten out of sixty-one institutions employed a specialist with the title of Director of Instruction, Dean of Instruction, Dean of Faculty, Vice-President.

2. Is there a definite system for supervising new instructors? Only twenty-eight institutions reported employing supervision for new instructors. Most frequently mentioned methods were questionnaire to alumni and seniors, staff meetings, visitation of classes, and conferences.

3. Is there a method of supervising instructors on permanent tenure? In two-thirds of the institutions, the efficiency of an instructor on permanent tenure is no longer subjected to supervision.

The conclusions of the Wyoming Committee were that there is much evidence to indicate that faculties are aware of instructional problems, especially in the public controlled state institutions. The Committee

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<sup>10</sup> “The Evaluation of Faculty Services,” Report of a Committee of the University of Michigan Chapter of AAUP, 1939, p. 20.

<sup>11</sup> *Ibid.*, p. 21.

concluded that the results of their survey indicated that little objective evidence is collected on classroom instruction or upon the instructor. They recommended the systematic collection of data by administrative officers as the basis for judging the efficiency of instruction and the appointment of a part-time or full-time director of instructional research.<sup>12</sup>

In the *Educational Record* for January, 1946, Lloyd E. Blanch wrote on "The Encouragement of Good Teaching." He reviewed the standard arguments used against supervision and said that the "proper function of supervision is to point the way to improved teaching."<sup>13</sup>

According to Dr. Blanch, one of the principal means of supervision is class visitation, particularly supervision of the new teacher. The visits should be frequent and the teacher should know when to expect a visit. He and the supervisor may talk over the work in advance in order that there may be a common understanding as to what work is being undertaken in the instruction. Usually there is a conference after the class at which time the adviser may commend the work, make suggestions for improvement, or in other ways assist the teacher in comprehending the strength and weakness of his teaching. Dr. Blanch stated that "such supervision can only succeed if it is carried on in a spirit of friendliness and mutual respect."<sup>14</sup>

Other means of supervision listed and discussed by Dr. Blanch were scrutiny of the teacher's course outline or syllabi, examination questions filed in the dean's office, and other evidence of how the teacher works.

Dr. Blanch maintained that the general supervision of instruction is the responsibility of the dean and the heads of the department, but may be delegated to someone who is employed for that purpose—the director of instruction. It is also possible, said the author, to assign a new teacher to a particular faculty member and carry out supervision on an individual basis.

It is interesting and possibly significant to note that the plan for supervision of inexperienced instructors advanced by Dr. Blanch in 1946 is almost identical with the plan outlined by Professor B. F. Shambaugh in 1914 in a letter to Dr. Allen of the Wisconsin University Survey. Although Dr. Eells in his *Surveys of American Higher Education* classified the Wisconsin Survey into the "More Harm Than Good" category, the section dealing with supervision of instruction is

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<sup>12</sup> *Ibid.*, p. 9.

<sup>13</sup> Blanch, Lloyd E., "The Encouragement of Good Teaching," *Educational Record*, January, 1946, p. 96.

<sup>14</sup> *Ibid.*, p. 97

the most detailed treatment of the subject in the literature reviewed for this paper. Furthermore, the Survey raised the basic problems of supervision and arrived at the same conclusions in 1914 which studies in 1929, 1931, 1940, and 1944 have articulated.

The second approach to the problem of the origin and development of the concept of supervision was made by surveying the annuals reports of the President and other administrative officers of thirteen institutions of higher education, which are listed with the dates of the reports surveyed in the following table:

Northwestern University .....	1891 - 1939
University of Chicago .....	1892 - 1930
Stanford University .....	1893 - 1944
Harvard University .....	1895 - 1943
Johns Hopkins University .....	1899 - 1946
Princeton University .....	1904 - 1942
Vassar College .....	1914 - 1940
Cornell University .....	1921 - 1940
University of Rochester .....	1921 - 1944
University of Minnesota .....	1925 - 1944
University of Michigan .....	1927 - 1945
Duke University .....	1925 - 1940
University of Illinois .....	1930 - 1942

In the Report for 1925, the President of the University of Rochester listed four needs which he felt were worthy of attention by the entire faculty and the fourth need was for improving instruction. He stated that "a careful inquiry into the efficiency of the methods employed by us in teaching our students" was a fundamental problem which should challenge every faculty member. The date of this report, 1925, is the earliest date found in our survey when a President mentioned supervision or improvement of instruction in his report.

In the 1927-1928 Annual Report of the President of University of Minnesota, seven pages are devoted to a discussion of the need for improving instruction. In 1928-1929 Report, the President of Northwestern University described experimental procedures in the improvement of instruction undertaken by the faculty. In the 1930-1931 Report of the Officers of Vassar College, the Dean devoted a paragraph to methods of instruction which consisted largely of a discussion of teaching load.

From 1934-1935 the President of Williams College reorganized his staff and in his Report announced the creation of a new office, Dean of the Faculty, who was responsible for the direction of instruction and the shaping of the curriculum. In the following year, 1935-1936, the Report of the Dean of the Faculty was included in the Annual Report in which the Dean discussed revision of the curriculum and described

his duties as "the educational chief of staff to the President," but made no mention of directing the instructional program.

The President of Wellesley College listed in his Report for 1938-1939 a new article in the by-laws: "There shall be a Dean of Instruction, a Dean of Students, and a Dean of Residence, and such other administrative officers as the Trustees shall appoint. Their duties shall be defined by the President." Later on in his Report, the President defined the duties of the Dean of Instruction to be "in charge of those matters of educational policy of administration which relate especially to the faculty."

In 1946 the President of Princeton devoted six pages to a description of a new plan for instruction, but did not mention or allude to any need for improving instruction. Perhaps Princeton professors are "above suspicion."

The third approach to the problem of the origin and development of the concept of supervision was a survey of the annual proceedings of various associations of colleges and universities. In the Proceedings of the Association of Urban Universities from 1914 to 1940 (1918 not published), and the Proceedings of Association of American Universities from 1900 to 1945 not a solitary article dealing with instruction at the college level could be found.

In the Proceedings of the Tennessee College Association, 1921-1946, there were three articles on improving college teaching. Two appeared in 1929—"Improving the Quality of Teaching within the Institution" by H. E. Watters, and "One Phase of the Direction of College Instruction: the Visitation of Class" by Dean Shelton Phelps.

President Watters presented a novel approach to supervision by recommending a plan which he had employed successfully for eleven years in the Hall-Moody Institute. This plan employed a "faculty critic," i.e., a faculty member who was appointed to serve two weeks and whose duties consisted of observing all members of the faculty throughout the two weeks, of visiting as many classes as possible (at least one class of every teacher), of making a detailed report on the findings of class visitation in an open faculty meeting. The faculty critic was encouraged to speak frankly and freely in making adverse as well as favorable criticism. President Watters claimed the following results:

1. A perfect understanding on the part of every member of the faculty of every other teacher's methods, plans, ideals, and objectives.
2. This understanding made for absolute unity and harmony in the faculty.

3. It enabled every teacher to profit from the teaching methods and ideals of every other member as well as to profit from any and all mistakes that all have made.
4. It raised the standard of teaching of every teacher not only by giving helpful instruction, but by keeping each faculty member keyed up to his best.
5. This constant emphasis on improving the teaching kept the faculty constantly thinking and planning for the improvement of the entire educational program of the college.

In Dean Phelps' article, "The Visitation of College Teaching," he presented a plan which was in use at George Peabody College for Teachers at the time the article was written (1929). As Director of Instruction, Dr. Phelps visited the classroom and observed the teacher actually working. The results were first recorded on standardized cards which were later abandoned in favor of descriptions written after the visitation was completed.

Each visitation was based on three hypotheses: first, each college recitation should have some specific purpose; second, every recitation should present to an observer its purpose; and third, there are methods of teaching more appropriate and more effective than other methods for each recitation.

Although eight years younger than the Tennessee College Association, the Southern University Conference had two articles on improvement of instruction in their Proceedings. The 1940 Report of the Committee on Quality of Instruction and its Measurement was written by the chairman, O. C. Carmichael, who sent questionnaires dealing with means used to improve instruction to all the members of the Conference.

He received forty replies from which he concluded that there seems to be no criteria of good teaching employed by the reporting institutions and that there was no evidence of definite efforts on the part of the faculties to determine what kind of teaching was being done. Furthermore, in a large majority of institutions, the problem had never been seriously studied.

Four years later the same Committee under a different chairman sent out another questionnaire to forty-three member institutions and thirty-four non-member institutions. On the basis of forty-seven responses, the conclusions of the Committee were substantially the same as those of Dean Carmichael.

The third article appearing in the Proceedings of the Tennessee College Association is Dr. Edwin Mims' "Suggestions as to the Improvement of Teaching" in 1940. In his inimitable style, Dr. Mims implied that all efforts at improving instruction were in vain if the individual

teachers were not "on fire" with their subject. However, in discussing the problems of the inexperienced teacher, Dr. Mims stated that "deans and heads of departments ought to be in a position to give good advice, and even supervision in some cases."

In the Proceedings of the National Society of College Teachers of Education, 1911-1944, two yearbooks deal with the problems of instruction—No. 17 (1929) and No. 27 (1939). The former, entitled "Current Educational Readjustments in Higher Institutions," had as its chief purpose the description of current efforts to improve instruction in higher institutions. The final conclusion reached by the authors was that nowhere in the entire educational system is there so little supervision of classroom teaching as there is at the college level. It should be noted in passing that the activities of the Director of Instruction at George Peabody College were described in the report as "noteworthy."

The entire 27th yearbook of the National Society of College Teachers of Education is devoted to "The Study of Instruction." Of the 283 pages dealing with the problems of improvement of instruction there are three paragraphs in Chapter IV on supervision. The author stated that supervisory practices are conspicuous largely by their absence and concluded that until supervisory techniques of known merit at the college level are available, and a more ready acceptance than at present, the administrator is likely to evaluate his instructional staff through the eyes of a systematically biased sampling of the students.

A search of the Proceedings of the National Association of State Universities from 1908 to 1946 (1910-1912 not published) yielded one article on "Improving the Teaching at the University of Oregon" by A. B. Hall in the 1927-1928 Proceedings. Although President Hall listed five steps used in the University of Oregon to improve instruction, he did not mention or allude to any system of supervision.

#### CONCLUSIONS:

1. On the basis of the survey made of the literature the concept of supervision first appeared in print in periodicals of 1915.
2. If the publication of articles in periodicals can be considered as indicative of interest in the problems of teaching at the college level, it seems that in the last twenty years there is a marked increase in the concern of college teachers for their classroom work. Furthermore, the preponderance of evidence is that this interest reached a high point in the years between 1929 and 1930. (More than three times the number of articles on teaching were published between these three years than were published in the first twenty years of our survey.)

3. The first appearance of the concept of supervision in the Annual Reports of Presidents and other administrative officers surveyed in this study was in 1925.
4. If the findings of this limited survey of the Annual Reports are indicative of a general trend, the years 1928 to 1930 mark when teaching and its improvement was treated as a special item by the administrators of higher education.
5. There seems to be some correlation between the concern expressed by teachers about instruction and in the interest of the same problem shown by college and university presidents. Both the surveys of periodicals and annual reports indicate the period of the late twenties and early thirties as the high point in attention to problems of instruction.
6. The year 1929 marked the first appearance of the concept of supervision of instruction in the proceedings of the various associations of colleges and universities reviewed in this study. It is significant that the year 1931 marks the first conference of college teachers devoted to the improvement of instruction.
7. On the basis of the evidence from the survey of the proceedings, the high point of interest in the problems of teaching by the various associations of colleges and universities is between the years of 1939 and 1944.

# IMPROVING PUPIL-TEACHER RELATIONSHIPS

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The case study method of learning about children has been employed by educators and experts to gather data for professional writings. However, it has been less often used by classroom teachers seeking to improve their relationship with children.

Early in the plans for the school year 1946-1947, several members of the Association for Childhood Education in Alamance County, North Carolina, decided to keep detailed records on specific types of children. They wanted to study their reactions and responses to guidance in varied situations. This article is a summary of those observations and the resulting adjustments in pupil-teacher understandings.

Thomas, first grade, was the third child in a family of six children. The family income was moderate. His disposition to be quick, full of energy and curiosity was indicative of a high I.Q. He was very talkative and aggressive.

On January 17 Miss C wrote, "Thomas is so very talkative and allows this habit to interfere with his daily work at school." She was anxious to direct this energy to useful channels. She gave him opportunities in leadership that often helped to temper his tendency to be too aggressive.

When Miss W showed the filmstrip, "Little Black Sambo," Thomas was more interested in the projector and how it worked than in the film itself. He had to feel it and ask many questions about it. On this occasion his curiosity made a contribution as it often did when kept in check enough to prevent interference.

The teacher wrote on April 18, "Thomas is improving on reading and leading his group. He is very proud of his accomplishment. He doesn't spend quite so much time talking now. The new girl doesn't sit by him any more." Curriculum adjustments for a bright boy met his needs.

Betty was twelve years old and repeating the third grade as a non-reader. A health appraisal showed one crossed eye and 20-30 vision, hands dirty and sore, teeth dirty with cavities, mouth-breathing, poor posture, and sallow skin. The teacher soon realized it would be difficult to teach a child with so many adverse health factors. She felt that attention to these was more important than teaching her to read.

Betty seemed to be in need of affection. She always tried to sit by the teacher in the reading circle. She would stand by her on the playground. This little girl sought the approval of the teacher by making use of her classmates' work.

Miss E was pleased to find that she asked to be excused early on January 6 to have her eyes examined. On January 30, she was absent in order to get a T.B. test. Perhaps the teacher's influence was going to help get some physical difficulties checked and corrected.

Betty was out of school most of the time during February and March. In April she was back in school, but had no energy. When school closed in May, she was reading very little better. However, the teacher felt satisfied with her efforts because she realized she could not teach a sick child. She hoped for parental interest in medical attention during the summer.

Lonnie was eleven years old with an average I.Q. His general health was good, but he was underweight. He had an untidy appearance. Lonnie's parents were uneducated as evidenced by his statement, "My daddy can't read and write and he's got a job. My mama just finished the third grade." This lack of interest in an education is reflected in another statement, "I'd rather be a janitor than come to school."

This fifth-grade boy's work was carelessly done—poorly written and untidy in appearance. He was quite fidgety and inattentive unless some pressure restrained him. He was bright enough to find the place when called on to read although he was not keeping up at the time.

The teacher recognized early in the year that she was challenged with developing acceptance of responsibility in a boy that lacked interest in school and engaged in slovenly habits. She realized that her first job was to bring about a friendly relationship between teacher and pupil. Also, she must capitalize on his sense of humor through guidance without irritation to either herself or the pupil.

On November 12 Mrs. D had a splendid opportunity to commend Lonnie on the picture he had helped make, and again on November 14 he volunteered to make a poster about a story he had read. He seemed greatly pleased with commendation and his attitude indicated more positive response to teacher direction.

When Mrs. D found Lonnie sitting by the first-grade teacher on the playground, she discussed the difficulty with her to find that she remarked, "I think Lonnie is a neglected child." This coincided with what the teacher was finding out in many ways.

Encouragement and patience with strict insistence on improvement seemed to help. On November 25 he did good work when writing a paragraph dictated by the teacher. On January 30 he was eager to

have his arithmetic checked and proudly announced, "I made a hundred." He asked on February 17, "Let's finish our arithmetic." The teacher was more convinced that interest means acceptance of responsibility.

During a story-telling period on March 7 when Lonnie wished he was Tom Sawyer and Donald Bright was Huckleberry Finn, and that they were lost on Treasure Island, the teacher watched his eager face. This was further evidence of genuine interest, the key which was unlocking a door to more responsible action.

Mrs. S., nutritionist, taught the lesson on cod-liver oil on April 8. Lonnie accepted his and remarked, "I like cod-liver oil." A few days later, when there was some detailed work to be done, he remarked, "I don't mind coming to school but them lessons kill me." These incidents were indicative of frequent days of good attitude followed by a reversion to the old pattern. The periods of responsible behavior were more numerous and lasted longer.

Lonnie expressed appreciation to his teacher on May 16 in his own way—"Mrs. D., if you hadn't made me study I sure wouldn't have passed, would I?" During the remaining few days of the school year, he seemed anxious to help with checking in books, taking down displays, and clearing up the room.

While the teacher's daily record showed lapses in citizenship habits, it was indicative of growth in stability. She expressed it this way. "With a class of 45, many retarded, I've not had much time to devote to each one. However, the extra time I've given Lonnie has been justified and results obtained. I am convinced that it has improved the relation between us. I have grown in my understanding of him."

Robert, age 6, was shy during the first weeks of school. He did not enter wholeheartedly into any activities and never contributed to conversation. When asked a question, he would reply in the briefest manner possible. His mother had told the teacher that he did not want to go to school. When commended on some piece of work, he made no comment and gave no smile.

One day the teacher sent Norman, a boy somewhat like him in response, and Robert to get water for the flowers. They came back talking and actually laughing. She seated them together. They walked home together and both began to "socialize" a bit more with other children. One day they caught grasshoppers and brought them in a jar to put on the Discovery Table. Robert began a very long and large collection of every kind of worm—mostly caterpillars.

The caterpillars were put in a screen-covered house where most of them spun cocoons or chrysalis. The children and teacher talked to-

gether about the miracle and looked at pictures. Robert's mother bought him a book about "Happy-Go Lucky," a caterpillar, and then—Robert rose one morning during "Telling Period" and told the boys and girls the story. He became one of the group—he liked school—and not long after that experience he was reading charts with the teacher and other children.

The teacher was sure that Robert became more quickly adjusted to school because she concentrated attention on him. He adapted himself to group-living and was therefore less-blocked for mental progress. In following Robert's behavior patterns and guiding him, she gained keener insight into the problems concerning the other children. She said, "Aside from the basic purpose of the study, it was a good mental exercise for me. So often, we are content to rely on a surface explanation of child behavior, growth, or retardation. To face the problem fairly and clearly enough to write it down was very valuable to me."

The last case to be described is that of Barbara, an eighth-grade girl who was 13 years of age. Both of her parents worked in the mill. She was extremely nervous, shy, lacking in confidence, sensitive to criticism. The teacher's problem was to find the cause for nervousness and if possible to correct it. She wanted to help Barbara develop confidence in herself, to create in her a sense of belonging to the group, and to find the cause of her dislike of and weakness in mathematics.

Miss M found Barbara crying on October 1 during an inventory test in fractions. When she asked her what was wrong, Barbara replied: "I hate arithmetic." The teacher's challenge was *why* she hated arithmetic. She had an after-school conference and explained to Barbara that the two of them would work together and that she would learn to like arithmetic. Barbara's reaction was, "There's no need for me to try. I'm too dumb to learn anything." Miss M knew that before she could help her with arithmetic she would have to win her confidence and help her to develop self-confidence.

The teacher continued to observe that Barbara was frightened when called on. She concluded that there was a cause for such tenseness, fear, and nervousness. She planned to visit the home and on October 9 she reported: "Her mother had just gotten up when I arrived. (She works on night shift.) When I introduced myself as Barbara's teacher, she wanted to know what Barbara had done that I had to come to see her. In the child's presence, she related how Barbara had always been dumb and that she couldn't depend on her. When one of the smaller children cried, the mother scolded Barbara for not being with her."

Miss M gained certain impressions from the visit in the home. The mother was overworked and was trying to shift a large portion of her

responsibilities as a mother on Barbara. Barbara's condition was largely due to nagging, scolding, and punishment by parents. Due to home duties, she had not had a chance to have any social life or to be a child. She had been scolded so much, she really thought she was dumb. The teacher knew she must find a way to give her success and satisfaction.

When Barbara failed to get any of her arithmetic problems correct, she seemed surprised as Miss M patted her on the shoulder and said, "We'll do better next time." The next day she arranged for Barbara and two other girls to work in a separate group using sixth-grade books. She told them that they might ask other students to help them if they needed help when she was busy elsewhere. On the third day Barbara remarked, "Let us keep working in our group. I learned more arithmetic than I have ever learned before."

Just before Christmas the supervisor gave an I.Q. test. This showed Barbara at approximately 92. The teacher had thought it would be low and said this made her more careful about classifying students as slow learners and hopeless.

By Christmas time Barbara was asking for help after school. While working one afternoon she said, "You know I don't hate arithmetic like I used to." She was becoming able to see her own progress and the teacher was seeing more than ever that we have no right to expect children to keep working when their efforts result in failure day after day.

As the year came nearer to closing, Barbara showed more growth in self-confidence and initiative. She gave oral reports and even volunteered to write an article for the school paper. She wanted to collect lunch money and make the report. She often told the teacher how she felt about things at home and at school.

When reports were given out on March 26, Barbara made "B" on arithmetic. She said, "I never expected to see that on my report card." A month later she gave an excellent report in health class. Two months later while working on equations she remarked, "These things are hard, but I'll get them after awhile." Six months before she would have said, "These things are hard. I can't do it and there's no use for me to try."

The teacher's evaluation of this case study reflects significant results. Miss M said, "She has found security in her class by finding a place to contribute. Her growth in self-confidence was responsible for her improvement in arithmetic. The happiness she has found in being a part of her class is a valuable compensation for the small amount of time and effort the teacher spent working with her."

The teachers participating in this undertaking clarified for themselves several principles which might be accepted as basic concepts in improving relationships between pupil and teacher. First, child guidance should be based on diagnosing and meeting individual-pupil needs. Second, close observation of the pupil is a strong influence in determining the type of guidance to be given. Third, personal prejudices between teacher and pupil are minimized when understandings are developed. Finally, an improved working situation resulting in cooperation and achievement is the outgrowth of mutual respect.

The following Alamance County teachers served as a committee to make this summary possible: Miss Ruth Meares, Mrs. Gladys O. Hughes, Mrs. Sue Sanders Dalton, Miss Carolyn Crowell, and Miss Emma Cox. The author of this article who was at that time director of instruction, coordinated the study.

# SIGNIFICANT POINTS OF EMPHASIS IN TEACHING

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E. G. ROGERS

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We know, according to Biblical adage, what happens when old wine is poured into new bottles. Neither does it change the contents when we change the appearance of the label. The "primrose by the river's brim" will still be a primrose, and "a rose by any other name" will be just as sweet as when we started talking about how we might encourage nature to make it otherwise.

Education still has at its core those basic, essential, and effective truths which make all teaching meaningful. The processes of education must take the individual for what he is, and then organize existence around his purposes and plans until we create life, not find it. Success and happiness must arise from within. Environment and all else is but an educational means of focalizing upon that which is already there. Truth for its own sake and virtue for its own reward must somehow offset the ticker-tape type of educational effort which characterizes our endeavors. Curricula, administration, supervision, and all educational planning merely set the stage for successful performance; meaningful teaching, in the final analysis, depends upon the effectiveness of the teacher-pupil-parent-community relationship. Such criteria, we believe, may be summarized, with relationship to the following six-point emphasis.

First, I would say that we must again teach the dignity of labor. This will involve the assuming and sharing of responsibility. Many a young person has been willing to succeed if he might begin somewhere near the top rung of the ladder, but he has somehow lost the energy or enthusiasm for climbing. The modern parent has anticipated too much for the child. The toy is bought before the child asks for it or anticipates it. We must again learn that those who are to become successful must know how to make sweet music on three strings of life's violin after the A-string has snapped.

Second, we must reteach respect for the individual and the collective rights of others. Since we had to unlearn this principle in many of our attitudes toward the foe upon the battlefield, it is vital that we relearn it now in order to teach it effectively to our children. Again this attitude may have resulted in an apparent selfishness in the hurly-burly of the war effort and in the anxiety for personal gain which may yet leave a smoke-trail of "the devil that the hindmost." Perhaps

we may need to use scientific, educational propaganda to sell truth the same as we use it to create new desires for economic goods. And our new world American idealism must again find its old lustre.

Third, we must develop a confidence and faith in the future and in the peoples of the world who make this future possible. Our returning war youth from the frontiers of the world are not generally inclined to think too well of what they saw out there. This concept was not helped greatly when they returned home to find newspaper and radio propaganda still more confusing than clarifying. Again they hope that the major issues which have to do with life and death, success and happiness, may be made clear. More than ever do we need to understand propaganda analysis, but it is more important still that we see and recognize those fundamental truths which yet lie all about us.

Fourth, we must again discover a proper evaluation in terms of money and human life. The bread lines of the depression, the unlimited wage scale of wartime production, and then the devaluation of human life at the war front itself have all tended to cheapen those things in terms of which worthy living is evaluated. Our staggering war debt of \$2,000 for every man, woman, and child in America, and the similar staggering cost of \$400 per capita in the actual operation of the Federal Government—these are facts both discouraging and confusing. Added to this is the feeling that Uncle Sam has been such a good Santa Claus that I am inclined to think that he should also put something under my Christmas tree. There must needs be, as there will be, some sort of a normal recession; and certainly our right-thinking will help to clarify the issues. The youth of America needs to be taught to think *for* itself, not of itself.

Fifth, we must again reinterpret the democratic principles upon which our government is established. We must be eternally vigilant to keep those principles sound. Democracy finds itself challenged to-day with everything that communism has to offer to the disgruntled peoples of the world. One must be subversive to the best contemporary opinion on every hand, but only thoughtfully converted by it. And we must remember that democracy is safe only so long as America is hopeful, courageous, and vigilant.

And sixth, we must give religion and morality a permeating and abiding place in our most effective educational effort. The altar fires which have all but been extinguished in the homes must be rekindled within the hearts and minds of youth so that those great concepts of ethical, moral, and Godly living shall prevail. Practiced principles of religious truth must supplant what often appears to the youngster as bigotry and formalism. The lives which these young people know must

touch other lives meaningfully. The great moral truths of history, literature, biography, science, art, and nature should shine out with such lustre that the source of its brilliance be unmistakably clear. The world will ever stop to listen to any voice which speaks in the thunderous tones of Sinai.

# THE STATUS AND IMPORTANCE OF PRINCIPLES OF EDUCATION IN TEACHER EDUCATION

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G. D. McGRATH  
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Unquestionably, the most bifurcated course in pre-service education of teachers operates under the imposing title of "Principles of Education." In some teacher training institutions, practically every aspect of educational dogma is treated under the title *Principles of Education*. In many instances, attempts are made to cover a motley all-inclusive array of topics in such a course, while more consistently, a particular area is treated intensively. The writer has just completed an analysis of approximately one hundred syllabi of *Principles of Education* supplied through the generosity of teacher training institutions or individual instructors. From this variety of approaches it is evident that we do not uniformly have any specific thing in mind for a course entitled Principles of Education. At least fifteen entirely different courses operate as *Principles of Education*, and yet, in some circumstances, an attempt is made to give some treatment to most of these same fifteen different courses. Examination of the syllabi reveals entire courses devoted to or giving treatment as a topic to the following areas, even though carrying the label of Principles of Education:

- History of Education
- Development of the American Public School System
- Organization of the Public School
- Supervision in Education
- Principles of Curriculum Construction
- Special Methods of Instruction
- Guidance and Evaluation
- Trends in Teaching
- Philosophy of Education
- Educational Sociology
- Principles of Administration
- Directed Student Teaching
- Psychology of Learning
- Introduction of Education
- General Methods of Instruction

If one were to place a selected thirty of these syllabi side by side, one would be startled to observe that there was almost no congruity of content among them, much less unanimity of objective.

Certain other observations about courses planned as principles of education are interesting. For the syllabi included in this report:

1. The objectives for the course are as varied as course content.
2. Methods of teaching run the gamut of lecture exclusively to impersonal seminar, with all types of traditional techniques included within this range.
3. Of schools offering *Principles of Education*, 81 per cent label it by the simple title—Principles of Education.
4. In 51 per cent of the cases, three quarter hours of education are required as a prerequisite to *Principles of Education*; 26 per cent require six quarter hours of education for prerequisite; 17 per cent require educational psychology as a prerequisite.
5. Principles of education serve as a prerequisite to student teaching, methods of teaching, or some other course in education in 92 per cent of the cases.
6. The course Principles of Education is required in the junior year in 69 per cent of the institutions, while 14 per cent require it as a senior course. Others leave it open for placement at other levels.
7. The course Principles of Education is offered as a four quarter-hour course in 67 per cent of the cases; 19 per cent offer a five hour course; 10 per cent give a three hour course.
8. Principles of Education is offered as a combined course for elementary and secondary trainees in 62 per cent of the cases, while 31 per cent separate it into principles of elementary education or principles of secondary education.
9. Over 30 different textbooks are used as a basic text for *Principles of Education*. There are at least 10 new texts for such a course in the process of preparation, as reported in returns.
10. Principles of education as a course is under complete reorganization in 91 per cent of the schools reporting.

The primary purpose of this material is to focus attention on the general nature of *Principles of Education* in teacher training and to suggest for consideration some logical assumptions.

It is quite disturbing that such a highly important course lacks symmetry to the degree indicated. It is not held that strict uniformity is desirable. But it appears evident that in our total reorganization of teacher training curricula, *Principles of Education* in some form or another is almost certain to survive as a part of the total program. Thus it will be necessary for us to re-examine our premises and replan *Principles of Education* to be more contributory to desirable teacher preparation. To that end, certain suggestions are presented.

1. Principles of Education should be concerned primarily with setting the stage for interpreting the social implications of society for education. The course should build on a broad platform established by heavy participation in common learnings or general education courses which have enhanced the importance of fine arts, humanities, etc. Such a course should predict the social scene for decades ahead and suggest what the responsibility for schools will be. This course must develop a truly democratic theory of education in philosophy and practice.
2. Principles of Education must develop the importance for education to teach world understandings and appreciations with an awareness of our ever-widening participation in the world horizon. It is the proper stage to implement the necessity of living in peace or not at all.
3. Principles of Education should be an integral part of a long chain of planned experiences for teacher trainees.
4. Principles of Education should set the stage for methods of instruction. We must employ certain methods to expedite and implement the principles we have stressed.
5. Principles of Education should pick up the train of experiences from educational psychology and show how child development and interpretation of classroom behavior blend into establishing social implications for education.
6. Principles of Education, as a course, offers a favorable opportunity for one to become well read in literature dealing with sociological implications for education. Many successful courses use extensive reference reading lists of current or recent literature. The importance of familiarity with great social minds is of inestimable value to teachers.
7. If a course in *Principles of Education* is worthy of survival, it should concentrate on some significant area and not try to accomplish small adjuncts of too many areas in education. It should become a well-respected entity with fairly uniform aspects wherever we find it.
8. It should prove profitable to trainees who take it to improve their perspective and evaluative skills in understanding with inherent social implications for education the social scene confronting us.
9. Principles of Education should be characterized by participation with pupils in pre-student teaching, observation and demonstration.
10. Finally, and perhaps by way of summary, if *Principles of Education* justify their existence in teacher training, they should as

courses be charged with the responsibility of developing the following concepts for teachers:

- a. An adequate teacher is cognizant of far reaching implications of the more important trends in human engineering.
- b. A successful teacher is fully impressed by the great social responsibility which rests on modern education to guide our societal masses.
- c. An effective teacher is aware of trends, conflicts, dangers and opportunities of our culture in the world of social realities.
- d. A good teacher is aware of and interested in the basic needs of youth as reflected by the cultural requirements facing them.
- e. A dynamic teacher understands the advantages and limitations of the democratic way of life with impending conflicts with its competitors.
- f. An apt teacher is constantly aware of the joys and sorrows, problems and planning, adjustment and compensations of the youth with whom she works.
- g. An envisioned teacher is aware that the search for truth and the modifications of formerly held truths will constantly clarify our sense of values.
- h. A sincere teacher is constantly reviewing the school activities evaluatively in order to see how such experiences contribute to the social sensitivity of youth.
- i. A real teacher believes that curriculum evolves through interaction of social realities, needs of youths and value judgments.
- j. A thoughtful teacher is aware of the strengths and limitations of education in its struggle to bring about a more satisfactory way of life.
- k. An analytical teacher recognizes that theory and practice must constantly be interwoven and must grow out of the needs of youth.
- l. A tactful teacher acquires a new sense of professional growth and dignity of the individual with respect to his place in the social structure.
- m. An adequately trained teacher realizes that the common learnings as an essential pattern through secondary school experiences are best able to provide for the basic needs of youth in meeting the social realities.
- n. A realistic teacher is fully concerned by the fact that education is the technique by which truth becomes a social motivation.

Let it not be implied that educators know all of the answers to the problems which arise in the field. But it can safely be asserted that they are aware of certain essential perspectives and appreciations which successful teachers must possess in order to instill them in youth. Of those relating to social implications for education, we have a fair degree of assurance. We can leave for other education courses many of the points of emphasis covered in traditional or current courses labeled *Principles of Education* and launch out into a new area of vital contributions for our world of today. Let us not worry unduly about where they will get such important things as curriculum tools, principles of administration, history of education, and others, because these will be unnecessary if we fail to lead the world in social realization. If we first achieve social growth in human engineering, the

other things will be added in full measure when needed. Given such opportunities of contribution as indicated in this paper, *Principles of Education* should withstand trial by experimental programs and revision of old programs to persist and serve nobly in the new dawn of adequate teacher preparation.

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## IF I WERE PRINCIPAL

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TRAYER C. SUTTON

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If you were principal of the high school in which you are now teaching, what changes or innovations would you wish to consider in an honest effort to improve your school and make it a better educational institution and a more satisfactory place in which to teach? Please consider only the internal organization of the school.

This question was mailed to a selected list of one hundred high school teachers. The group is distributed over ten large cities, the average teaching experience being a little over eleven years per teacher. From this group fifty-four replies were received.

The answers received are of real interest. The transcript of all the replies would fill several hundred pages with comments and suggestions covering such subjects as use of library, supervision, teacher meetings, better co-operation, eating facilities, hours of work, methods of promotion, athletics, teaching conditions, laboratory conditions and equipment, school administration, teacher unions, scholarship, discipline, and human relations.

Many excellent ideas directed at the administrative systems were advanced. The question of fairness and favoritism on the part of the high school administration came in for rather extended and carefully considered discussion. The problem of relatives of school board members being placed in strategic positions was thoroughly examined. Many of the more experienced teachers urged plans to develop closer co-operation between various departments in the secondary schools. There were also several fine suggestions regarding possible changes in teaching schedules. There were also many practical and definite suggestions and recommendations for the care of laboratory equipment and school shop machinery, lighting, ventilation, rest-room facilities, etc.

Many of the comments offered were shot through with highly selfish propaganda—many suggestions were excellent—some not so good.

A few quotations from various teachers will suffice to show the trend of comment:

1. I do not want the job—the present principal is doing all right.
2. I would like to have the salary and social respect that would be mine if I were principal of my school—but I am not sure that I would want the responsibilities of such leadership. It seems to me that the actual desire to assume the responsibility of leadership is found to be possessed by

but a few individuals.

3. I would establish an explainable teacher promotion system.
4. I would give everybody a raise—if I could.
5. I would eliminate, if possible, the teaching schedule jealousy.
6. Longer lunch periods.
7. I would get out in the school and have closer contacts with teachers. There is too much sitting in the school office.
8. I would make sure that the department heads are exceptionally well qualified for their positions. This is of particular importance in large city high schools. No person would be promoted unless he had the proper experience and educational background.
9. I would eliminate apple polishing. You know what I mean.
10. I would let each teacher stand on his ability to instruct regardless of his seniority.
11. I would, without a doubt, be fired if I were principal because I would weed out the loafers and politicians.
12. I would give attention to the problem of improving the janitorial and maintenance services in my school.
13. The teachers and students need more entertainment. Ha! Ha!
14. Give special talks to the new teachers concerning the policies and traditions of the school.
15. This is important. I would insist that teachers and administrators never make a promise (to students, to teachers, to administrators) unless there is intention to keep it.
16. Arrangements should be made for teachers to see more of their principal.
17. There should be rigid enforcement of safety rules.
18. I would stop pampering certain teachers.
19. I wonder if I could eliminate a lot of red tape.
20. I believe I would write a handbook for teachers.
21. I would sell the idea that teachers work with people.
22. I would attempt to have my teachers realize that the part they play in the affairs of the community is constantly becoming more important.
23. After thirty years of high school teaching if I should now be made principal of my school, I think I would encourage my teachers to broaden their range of interest, create lasting sources of satisfaction for themselves and their students, and in becoming well-rounded individuals, make themselves better citizens. Most of the teachers in my school are experts in teaching their specialized subjects—but they are not experts in being good citizens.
24. I would suggest that the world is full of opportunities to the well-trained individual—and that those teachers who do not like school work try some other activity.
25. If I were principal I would, before making important decisions, consult with specialists, employed by the board of education, and with experienced teachers. It seems to me that this method has steadily gained ground—and is being used in the majority of large school organizations.
26. If I were made principal of a large high school I would remember to make use of incentives and appeals. I would remember that teachers desire many different things. I am sure that many school administrators feel that if teachers are paid fairly good salaries they should be satisfied. Good pay alone is not sufficient. Frequently principals make the mistake of treating all teachers as if they were exactly alike and expecting

the same response from each and everyone. This is unfortunate in many cases. Teachers want to be treated as individuals. They want the opportunity to act as individuals. They want opportunities for self-expression and approval of good workmanship, good teaching conditions, opportunities for promotion, and they want good leadership. Leadership cannot succeed through use of force; it depends upon incentives and appeals.

27. If I were principal of my school I would go crazy.

From other comments received, the author finds that many classroom teachers have acquired a real concept of teacher-principal relationship. They regard the principal as the person responsible to the teachers for the various activities of the school. They conceive the job of the principal as a stewardship—with one of his most important functions to be that of dissemination of educational information to the public—and to his teachers. He is most frequently considered as the co-operative agent who can best develop good relationship between school and public for the betterment of education.

In conclusion we wish to call your attention to the comment made by one experienced teacher: "If in the pursuance of his duties the principal offers honest and just criticism, teachers should not regard such action as a personal affront but as an appraisal effort which may bring benefits to the school and public."

# ELEMENTARY STUDENTS ARE READY TO ACCEPT SELF-GOVERNMENT

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R. N. PURCELL

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Since the school is in itself a community, no better place could be found for teaching the functions and aims of student government effectively. This daily living as active responsible citizens is the valuable part of school government. In learning the first lessons of good citizenship in a democracy one gains a constructive knowledge of governing himself and others, he finds the joy of serving, and at the same time, develops his own initiative and individuality.

Guy E. Durgan<sup>1</sup> makes the following statements in reference to children:

1. Children will assume responsibility for their conduct.
2. Children are able to set up acceptable standards of conduct.
3. Children will enforce these standards.
4. Children are quick to recognize problems and are able to bring about solutions.

An appeal, when properly made, to children in the Kindergarten or students in College to take their citizenship is certain to meet with a hearty response, since practically all normal children have a large latent desire for justice always ready to be called to activity. Citizenship is a matter of attitudes, and attitudes are the mental sets induced by behavior. Since the very conditions of community life are themselves educative, the school through its controlled environment has every facility for engendering noble citizenship attitudes if it shapes its organization and directs its procedures towards that end.

Student government in the elementary school may be one means of training world communities of the future to a different point of view.

The organization of student governments in elementary schools varies from school to school. One type of program may function perfectly in one school and be of no value in another. Getting a student government underway in any school is not a transplanting process. In considering types of organization this fact must not be forgotten.

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<sup>1</sup> Durgan, G. E., "Pupil Co-operation and the School's Objectives," *Department of Elementary School Principals Bulletin*, VIII (April, 1931). 217-19.

## TYPES OF ORGANIZATION

Simplicity is often the key to success in any student activity, especially with the elementary grades. To attempt a complete replica of a city or national government would be an absurdity for the machinery is much too complicated. Experience in the various types of student government organizations has proven this point. In organizing such a government one must begin slowly and feel his way as conditions in the school warrant. Unless such organizations are developed gradually and among pupils who regard scholastic dishonesty as anti-social, they are predestined to failure. As Otto<sup>2</sup> so aptly puts it, a student government is a spirit and not an organization. As children develop the essential qualities greater and greater authority may be extended to them. It will be necessary, however, for tradition to have time to establish good precedents and serviceable customs.

It appears that the success of a student government depends to a great extent upon the sponsor or sponsors who are chosen. McKown<sup>3</sup> feels that students lack the good judgment which must go along with executive, legislative, and judicial power. Judgment comes only with experience and the students lack that experience. The sponsor is the key, but that sponsor or key must not become *dominant*. If this is permitted the greatest values for the child's development are lost.

Teachers work harder under such an organization but the joy it gives them to see their boys and girls actually enjoying activities such as they will experience in after life makes it worth the effort. It is interesting to note also another angle—some teachers who have found it difficult or impossible to maintain order in the school by ordinary methods of compulsion find no difficulty in doing so by this method.

The writer found that the three major types of organization used for student governments with measurable success are:

1. One central council representing all children.
2. Several independent councils.
3. Junior (Grades 3, 4, 5) and Senior (Grades 6, 7, 8) Council.

There is no one and only successful type of organization. The organization must grow as the school and its traditions demand. There are, however, general principles upon which the council must be built. These principles are:

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<sup>2</sup> Otto, H. J. and Hamrin, S. A., *Co-curricular Activities*. New York, Appleton-Century Company, 1937.

<sup>3</sup> McKown, H. C., *Extracurricular Activities*. New York, The Macmillan Company, 1929.

1. The council must be demanded by the school. A study of the end to be accomplished must precede any attempt at organization.
2. The council must be organized slowly.
3. The council must represent the school as a whole.
4. The average student must feel that he is represented.
5. Both student body and faculty should be fairly represented.
6. The council should not be too large. If a large body, it should elect an executive committee to act for it and should provide special committees.
7. The organization should have a definite power and privileges. A constitution is desirable.
8. The principal should have veto power.

Frequency of meetings varies from twice a week to monthly and optional meetings. The length of meetings averages thirty minutes. Some schools have their meetings in the afternoons, others in the mornings, and as a rule on Monday, Tuesday, or Wednesday. One can readily see the difficulty of meetings being held on Friday. Due to vacations, parties, or unavoidable incidents few meetings would be held if Friday were chosen.

#### INTERNAL ORGANIZATION

Methods of setting up the internal organization of the student self-government differ but with the one principle in mind that the simplest machinery is usually the best, this inner-working can be arranged.

Methods of choosing council members vary. Some schools consider only the children ranking highest scholastically, others require certain social attributes in order to be eligible. Most schools wisely ignore such requirements making it possible for the council to be democratic and successful. Two elected members from each grade with the exception of the Kindergarten serve as council members for three months in the Elementary Council which Feuerstein<sup>4</sup> describes. The pleasure shown in serving on the council and the growth evidenced by its members more than justify the break in continuity with the changing membership. Interest can be aroused by having meetings rotate in various classrooms.

The question arises as to the justification of student council meetings being held during the regular school hours. It was regarded at Lincoln School, the experimental school of Columbia University, New

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<sup>4</sup> Feuerstein, E. and Martin, M. R., "Activities of an Elementary School Council, Lincoln Consolidated School, Ypsilanti, Michigan," *Elementary School Journal*, XXXVII (January, 1927), 369-74.

York, as a legitimate and valuable part of the curriculum; through it children get practical civics, practice in learning to become good citizens, and training for leadership by co-operation with others. Like everything else in the school, pupil participation in government should be used for its educational value to the children. If the student government organization is to serve a real purpose time must be allowed within the school day for its visible and recognized activity.

Methods of electing officers are as numerous as the number of organizations. Otto and Hamrin<sup>5</sup> feel it is best to have pupils elect their own representatives throughout the grades. The actual election should be preceded by discussions in home rooms pertaining to the qualifications of the good representative. Riley<sup>6</sup> has given a very unique and well-planned type of electing representatives for Midget Savannah, a mayor-council type of organization. The councilmen are elected, one each from the third and fourth grades, two each from the fifth and sixth grades. The first and second-grade students are minors; their representatives may attend council meetings but do not have voting power. Each semester each class elects representatives for the purpose of nominating officers. Midget Savannah is the only organization which the writer discovered was asking a poll tax for the privilege of voting. The teachers are considered old citizens who vote but pay no tax. Previous to the election the children are taught how to scratch the ballot. The teachers serve as clerks on election day.

Gist<sup>7</sup> describes a plan for an eight-grade elementary school. The pupils of the seventh and eighth grades are active members and the others are associate members. Twelve delegates are chosen from the seventh and eighth grades once a quarter.

Schnacke<sup>8</sup> has a plan for the six-grade elementary school of the Mayor-council type. The mayor is elected from the sixth grade. All other grades each elect a councilman. Each grade is divided into six sections—health, fire, park, good citizenship, thrift, and traffic. All grades have a section of their room represented on the park committee, etc. Sections rotate each six weeks' period. A given teacher directs the work of a certain section throughout the year, taking different groups of children as they come.

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<sup>5</sup> Otto and Hamrin, *Op. cit.*

<sup>6</sup> Riley, R., "Student Participation in School Administration as Carried out in 'Midget Savannah', an Elementary school," *Educational Method*, XII (October, 1932), 31-37.

<sup>7</sup> Gist, A. L., *The Administration of an Elementary School*. New York, Charles

<sup>8</sup> Schnacke, M.A., "Self-Government for Grade Schools," *School Executives Magazine*, LII (November, 1932) 110.

Another variation is the student council made up of two representatives from each room. These are elected from a list of (A) pupils in scholarship and citizenship. From the student council nine judges are elected from the fifth and sixth grades to form a supreme court.

Every student organization examined had a constitution, by-laws, or codes to guide them in their work. Codes may include such statements as:

Be Friendly  
Play Fair  
Be Trustworthy  
Be Obedient  
Show Self-Control  
Be Polite  
Be Truthful  
Be Prompt

Morals depend on social approval and enforcement. It is futile to attempt to draw up codes that are not actually connected with the pupil's social participations. Whatever form of code a student organization has, it is advisable to print a little booklet.

#### DISCIPLINE IN STUDENT GOVERNMENTS

Discipline in student governments causes many conflicting arguments pro and con. Bennett<sup>9</sup> feels that children should be responsible for the discipline in the buildings and on the grounds. Pupil policemen, attendance officers, judges, juries, prosecutors, and defenders enforce the discipline. The faculty is usually regarded as the supreme court. The student body meeting assembled makes laws and ordinances governing conduct. Schacht<sup>10</sup> has tried to have the children see the reason for a line of action and then to formulate their own rules.

One student council meets as a court once a month when pupils have been reported as offenders. The offenders are reported by class, on the basis of pupils' obedience to the laws. Classes have established the wise precedent of not sending to court pupils who show improvement. Gill<sup>11</sup> handles discipline in the following manner:

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<sup>9</sup> Bennett, G. V., *The Junior High School*, Baltimore, Warwick and York, 1919.

<sup>10</sup> Schacht, F. W., "Democracy in the Elementary School," *Chicago Schools Journal*, XIII (September, 1930), 15-16.

<sup>11</sup> Gill, W. L., "More Efficient Citizenship Through Direct Training for It in the Schools," Senate Documents, XV, Documents of Public Nature, 1, 63rd Congress, 3rd Session, Washington, Government Printing Office, 1915.

Sec. I. Any citizen violating any law of this government shall be subject to punishment not less than a reprimand and not greater than the withdrawal of the rights of citizenship.

Sec. II. No punishment shall be carried into execution before it has been approved by teacher or principal, and then it must be put into effect promptly.

The discipline is usually handled by the classes. If the offense is too serious for the class, the pupil is brought before the council and given a fair trial with just punishment. This power is carefully supervised and regulated.

The writer feels that discipline is a vital part of any form of student government. If this phase of activity isn't included in the program one can hardly justify a student government. There is some trend away from student discipline, but the majority of supervising officers hesitate in this action for there are many who approve some form of discipline. It has been found that students respond more readily to group discipline and often many types of action necessitating discipline disappear.

#### SELECTION OF ACTIVITIES

When an activity is selected for the elementary council, the following criteria are kept in mind:

1. Is it interesting to children in these grades?
2. Is it within the comprehension of the group?
3. Does it enrich the regular curriculum?
4. Does it encourage initiative and originality?
5. Does it enlarge the children's horizon?
6. Does it develop responsibility?
7. Will it lead to further interests?
8. Will it help to assume responsibility in the community?
9. Will it help to assume a more co-operative relation with their classmates, the faculty and the school as a whole?
10. Will it promote a worthy use of leisure time?

Many activities may be planned which will fall within these criteria and meet the requirements of the particular school. A suggested list of activities to cover a two-year period might be:

1. Arranging for a school visiting day for parents.
2. Making a list of persons in the community, who because of their interest and experience, are able to contribute to the enrichment of the school's progress.
3. Promoting hobbies and conducting a show.
4. Giving assembly programs to promote council activities.
5. Sponsoring and conducting a pet show.
6. Improving assembly routine.
7. Raising funds to buy pictures.
8. Sponsoring a bird-house contest.
9. Sponsoring a school paper.

The question of expense of operating student councils must not be ignored. The cost of operating councils which were reported varies from zero to one hundred dollars a year. Many councils raise funds to pay for speakers for assemblies and other desirable pleasures for the school which are not provided for in other ways. These funds may be raised by carnivals, pay assemblies, contributions by pupils and teachers. As the organization gains momentum ways and means of raising funds which are desirable to the particular set-up of that individual school will appear, as well as opportunities for spending funds.

#### A SUGGESTED ORGANIZATION

The writer would attempt to introduce a student government in an elementary school in the following way:

1. Introduce the idea of student participation to all the faculty in a series of teachers' meetings. Care must be taken at this point to talk to all the teachers—not a select few. Suggest reading materials.

2. Help children to understand and to get the feel for a need of improving their school. If asked if they were satisfied with the school they would undoubtedly make slight indications that it could be improved upon. Make a few remarks in reference to other elementary schools and co-operative student-teacher government. Then let the problem ride until the children begin asking if they couldn't form an organization.

3. Test. Suggest that passing in the halls is too noisy at times. Let them correct it. If they do, they are serious about their half of the deal.

4. I would choose three teachers in the building vitally interested in the program and allow the children to elect by ballot the adviser.

5. Organization in the homerooms. Each room elect a representative to serve for a six weeks' period. Must alternate between a boy and a girl. The representative not to be an officer in the homeroom at the time. The Kindergarten would be excluded.

6. Elections in the homerooms to be staggered so the council will always consist, after the initial set-up, of two-thirds old members and one-third new. Officers to be chosen from the old members.

7. Popular election of officers. After the council members have been chosen by their homerooms the council members will nominate two members for each office of president, vice-president, and secretary. Treasurer to be chosen when need for office arises.

8. Train students in the routine of scratching a ballot.

9. Voting by all students and teachers in the school. Students to act as tellers under the supervision of the teachers.

10. Make a survey of the school's needs. Begin with minor tasks such as clean-up campaign in the building, etc.

11. Conduct of meeting will be in accordance with a simplified version of Robert's Rules of Order. Such as:

- a. Called to Order
- b. Reading of Minutes
- c. Roll Call
- d. Committee Reports
- e. New Business
- f. Mimeographed copies of minutes sent to each grade
- g. Representatives asked to discuss with grades and report
- h. Needs of next general-assembly
- i. Adjournment

12. Principal to be an ex-officio member. Retains vote power—but very rarely exercised.

13. President and principal to act as Supreme Court when dealing with severe problem cases.

The above outline is a theoretical set-up and will of necessity have to be adjusted and varied according to a given situation in a specific school.

Pupils object to anti-social traits, not because the principal and teacher do not like them, but because they interfere with the success of the undertaking which the pupils accept or develop as their own.

By this method of democracy and living together, children easily and gladly prevent wrongs which ordinarily develop in the grammar grades, such as profanity and vulgar language, cigarette smoking, improper writings on building walls, and such things as result in more serious wrongs in high schools.

No teacher or principal who has had the experience of this type of school co-operative government would ever go back to the old type. The writer recommends pupil participation in elementary school government where good citizenship can so easily be developed, where true democracy may be lived, and world citizens of the future may be trained.

# PEABODY BIMONTHLY BOOKNOTES

*Selected Professional and Cultural Books for a Teacher's Library*

March 1948

Booknotes Committee: Ruby Cundiff, Susan B. Riley, Norman Frost, Chairman.

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## Arts

ALBRIGHT, H. D. *Working Up a Part*. Houghton Mifflin Co., c1947. 224p.

In this manual for beginning actors and amateur directors, Mr. Albright has condensed a vast body of material into a deceptively small package. The exercises and drills are original, ingenious, and of unusual merit. Unfortunately the clarity of much of the text suffers from the attempt to put too much into too few pages.

BAGAR, ROBERT, and BIANCOLLI, LOUIS. *The Concert Companion*. Whittlesey House, McGraw-Hill Book Co., c1947. 868p. \$7.50.

A compilation of interesting and vital program notes which the authors have written for the New York Philharmonic Orchestra in recent years. It should serve as a handy reference to good orchestral music for the general listener. The notes are brief, instructive, non-technical, and well-written. Most of the standard orchestral repertoire is included as well as many recent compositions. Very little attention is given to American composers. Recommended for the home library.

BAUER, MARION. *Twentieth Century Music*, new rev. ed. G. P. Putnam's Sons, c1947. 463p. \$5.00.

A revision of one of our best standard general references concerning the music of our era. The book should be in all music libraries, and will be useful to the average concert-goer as well as the music student.

BAUMAN, ALVIN. *Elementary Musicianship*. Prentice-Hall, Inc., 1947. 246p. \$3.75.

Aside from an extensive and rich collection of melodic material, this book contains nothing new in the line of method. It proceeds too rapidly from simple to complex material, especially in its treatment of rhythms. The emphasis on the hearing of absolute intervals removed from the chord context has little pedagogic value.

BURBANK, NELSON L. *Practical Job Pointers*. Simmons-Boardman Publishing Corp., c1947. 211p. \$4.00.

Over 800 pointers that were given by skilled workers of different vocations on improved shortcuts and improved methods of doing different jobs with home, building, and repair. Useful information for people of any walk of life.

CHERRY, RAYMOND. *General Plastics*, 2d ed. McKnight and McKnight, 1947. 156p. \$1.50.

The projects are well illustrated with line drawings and photographs, and the accompanying instructions give step-by-step directions for construction. A small final section deals with related information such as the process of manufacture of plastics and important industrial uses.

DESCHIN, JACOB. *Fun With Your Camera*. Whittlesey House, McGraw-Hill Book Co., c1947. 264p. \$3.00.

A well-written little volume by a man that understands from years of experience exactly what the amateur photographer wants to know about the selection and use of materials and equipment.

DORIAN, FREDERICK. *The Musical Workshop*. Harper and Bros., c1947. 368p. \$4.00.

Here is something different; a behind-the-scenes coverage of methods of composition used by some of our greatest composers. It will be a revelation to those who have no idea how Beethoven, Mozart and others went about their work. Recommended for all lovers of good music.

GILMORE, H. H. *Model Planes for Beginners*, rev. ed. Harper and Bros., c1947. 95p. \$1.50.

Simple explanatory text showing the making of models of ten of our American planes. Advice is given concerning the making of model planes that can be used by anyone, especially children. This book also

includes a short history of flying, the principles of flight, and the insignia of various air force branches.

GREEN, PAUL D., and RITCHEN, RALPH. *The Car Owner's Handbook*. Essential Books, c1946. 192p. \$2.50.

A book that every car owner should have. Over one hundred photographs and diagrams to illustrate the make-up and function of the automobile. In simple terms, preventive maintenance and simple home repairs are explained. One section deals with sensible driving, recognizing road signs and lights, and safety precautions.

HEMPSTEAD, LAURENE. *Color and Line in Dress*, 3d ed. Prentice-Hall, Inc., 1947. 333p. \$4.00.

How to emphasize your pleasing features both in face and figure, and how to center interest away from your less attractive features. This is a good reference book for any woman who wants to make the best of her face and figure.

HURST, MARION. *The 1-2-3 of Home-making*. Prentice-Hall, Inc., c1947. 227p. \$3.50.

This book presents the acceptable methods of running a household with emphasis upon saving the homemaker's time and energy. Most of the material is given in outline form which makes it very easily used. This is an excellent reference for high school home economics.

JACKSON, GEORGE PULLEN, ed. *American Folk Music for High School and Other Choral Groups*; arranged by Charles Faulkner Bryan. C. C. Birchard and Co., c1947. unp. \$1.25.

A most welcome and practical addition to the choral library of the high school and college. Contains twenty-five singable songs of the oral tradition. Good balance between the light-hearted and serious, including ballads, fun songs, love ditties, carols and other religious songs. This collection makes these folk songs available to choral groups in all our schools, and thereby songs stemming from the folk may become our common songs.

KAUFMAN, GERALD LYNTON. *Home-seekers' Handbook*. George W. Stewart, c1947. 160p. \$2.50.

A thorough treatment of the theory as well as the procedure involved in planning for a home. The author presents a practical and authentic discussion of everything that will enable future security and happiness for the renter, builder, or buyer.

KORM, EDWARD F., and PAIGE, PETER J. *Hand-Wrought Ironwork*. Bruce Publishing Co., c1946. 111p. \$2.50.

A valuable little book for the shop teacher or hobbyist. Not a textbook, but a pleasing and well chosen assortment of suggestive projects of which no instructor ever finds enough.

LENT, HENRY B. *Eight Hours to Solo*. Macmillan Co., 1947. 134p. \$2.00.

This story form of the fledgling pilot's first flying hours will hold the interest of anyone who has wanted to fly and should be interesting to those who have never felt the desire. It should help to create a desirable air mindedness in the youth of today. The story helps to prove that flying is easy.

McCLELLAND, NANCY. *Furnishing the Colonial and Federal House*, rev. ed. J. B. Lippincott Co., c1947. 173p. \$3.75.

For those who love to live in the past, this book should be of interest. The book is profusely illustrated.

McKINNEY, HOWARD D., and ANDERSON, W. R. *How to Listen to Good Music*, reprint ed. Blue Ribbon Books, c1943. 302p. \$1.00.

This book is one of the most interesting and informative books about music written for the general listener. The ability of the authors to expose basic truths about music in challenging language lacking any traces of condescension and pedantry is outstanding. Such chapters as "Style and How to Recognize It," "What the Listener can Demand," and the "Tribunal of Criticism" will answer many questions for the serious, average listener. The lists of recordings at the end of each topic discussed are practical for individual or group study.

MASON, BERNARD S., and KOCK, FREDERICK H. *Cabins, Cottages and Summer Homes*. A. S. Barnes and Co., c1947. 168p. \$2.75.

Instructions, drawings, and plans for the simplest cabins and the more elaborate summer homes, and suggestions that might guide the prospective builder in choosing the type and size of building and the kind of construction best related to the site.

MORGAN, ALFRED. *The Boys' Book of Engines, Motors, and Turbines*. Charles Scribner's Sons, 1946. 264p. \$2.75.

A most satisfying book. It gives the how and why of various engines and motors and tells how to make simple working models of some of them. The book would make a good forerunner for a course in physics since so much of it pertains to that subject. It was written mainly for boys but it would be worthwhile reading for any age.

NEWKIRK, LOUIS V., and OTHERS. *Adventures With Plastics*. D. C. Heath and Co., c1947. 275p. \$3.50.

A book to introduce the subject of plastics through working with plastics. The continuous procession of diagrams and explanations, besides being rather difficult, tends to destroy original interest and individuality. On the other hand, the great wealth of material included makes it a valuable reference book for the plastics craftsman.

NICHOLSON, FRED. *Mechanical Drawing*. D. Van Nostrand Co., 1946. 211p. \$2.00.

This book brings the drafting room of industry into the high school classroom. The author's years of experience as a tool-maker, and also a draftsman, can be felt

throughout the book. It would make a good text if the student were planning to go directly into industry.

NOLI, FAN STYLIAN. *Beethoven and the French Revolution*. International Universities Press, c1947. 117p. \$2.50.

Here is an interesting little book which attempts to determine what influence the French Revolution had upon Beethoven the man, and, indirectly, his music. The Bishop pulls no punches. The whole book is devoted to clearing away legend and revealing Beethoven's character and personal habits.

OLIVER, ALFRED RICHARD. *The Encyclopedists as Critics of Music*. Columbia University Press, 1947. 227p. \$3.00.

The work discusses the music of Gluck, Puccini, and Rameau among others, the French and Italian opera of this period, and the influence of the criticisms of music offered by 18th century intellectuals—the encyclopedists. The book is well-documented, has an excellent bibliography, and will be of interest to musicians and students of 18th-century thought in general.

PERRY, JOSEPHINE. *The Light Metals Industry*. Longmans, Green and Co., 1947. 128p. \$2.00.

This book is a truly fascinating and full account of magnesium and aluminum; their origin, content, uses, and seemingly everything one would wish to know concerning them.

PIERIK, MARIE. *The Song of the Church*. Longmans, Green and Co., 1947. 274p. \$3.00.

A new discussion and explanation of the music in the Catholic Church. The book is well-written, authoritative, and documented. It is one of the best sources in the English language for the study of the Gregorian Church and its function in the Catholic Church.

PRYOR, WILLIAM CLAYTON. *The Lazy Gardener*. Longmans, Green and Co., 1947. 220p. \$3.00.

The title of this book is somewhat misleading. The author does not recommend laziness but rather good gardening. Unnecessary work should be eliminated and the good gardener avoids making himself a slave to his garden. He suggests gardening for fun and suggests growing only as much as it needed. Some sound advice is given, such as use short cuts and time savers, give the garden a good start by thorough preparatory measures.

ROLSTON, BROWN. *If You're Thinking of Building*. Charles Scribner's Sons, 1947. 136p. \$2.50.

This is a very good book for prospective home owners to digest. It is laid out in such a manner that anyone reading it would recognize the many potential pitfalls to avoid in building.

RYAN, MILDRED GRAVES, and PHILLIPS, VELMA. *Clothes For You*. D. Appleton-Century Co., c1947. 546p. \$4.75.

This book shows what can be done to make oneself attractive. How to choose, buy, and make good looking clothes for oneself. Illustrations and photographs give inspiration and new ideas of good taste.

SCOTT, JUDITH UNGER. *Lessons in Loveliness*. Macrae-Smith Co., c1947. 208p. \$2.50.

A guide for helping young girls become more attractive. This is an excellent book for junior and senior high school girls. The manner in which the book is written is very interesting.

SIEGELE, H. H. *Building Trades Dictionary*. Frederick J. Drake and Co., c1946. 380p. \$3.00.

This book is designed chiefly to give the workman not only definitions of terms, but helpful suggestions which grow out of the wide experience of the author as a building tradesman. The work is well illustrated, with line drawings illustrating many of the terms. It is suitable for use by the inexperienced and is recommended for those needing a handy, popular and simple dictionary.

SOOY, LOUISE PINKENY, and WOODBRIDGE, VIRGINIA. *Plan Your Own Home*. Stanford University Press, c1946. 246p. \$3.00.

A helpful book directed to the home owner or prospective home owner seeking an understanding of the secrets of redecorating a home along formal lines, with very definite areas set out for the living functions.

TABER, GLADYS. *Stillmeadow Kitchen*. Macrae-Smith Co., c1947. 285p. \$2.75.

A very attractive cookbook of favorite recipes. It is very attractively written and shows the author loves good food. Any housewife would enjoy having this book on her shelf.

WHITE, CHARLES D. *Camps and Cottages, How to Build Them*. Thomas Y. Crowell Co., c1946. 260p. \$3.00.

Instructions for building a camp or a cottage. For the person who does not wish to draw his own plans, there are many pages of various ideas already worked out. All the instructions have been tried before by other amateurs and have been found fool-proof. The book is a "must" in every builder's library.

WHITEHILL, CLAYTON. *The Moods of Type*. Barnes and Noble, Inc., c1947. 112p. \$5.00.

This is a different and a very new kind of book. The types and alphabets illustrate the mood and spirit of the great creative periods from ancient Greece through the Renaissance and up to the present day.

## Children's Literature

BARTLETT, ROBERT M. *Sky Pioneer*. Charles Scribner's Sons, 1947. 153p. \$2.50.

This is a biography of Igor Sikorsky who from childhood was fascinated by aviation. His greatest interest is the helicopter. Boys of all ages will find this an excellent book.

BAUM, L. FRANK. *The Surprising Adventures of the Magical Monarch of Mo.* Bobbs-Merrill Co., c1947. 187p. \$2.00.

A new edition of a book which came out in 1903. It is by the author of *The Wizard of Oz* and the format is excellent. Anyone who is a follower of the "Oz" books will want this one.

BETZ, EVA K. *Young Eagles.* Declan X. McMullen Co., c1947. 190p. \$2.50.

An exciting story about young people in New Jersey just before the beginning of the American Revolution. Junior and senior high school.

BUNCE, WILLIAM H. *Treasure was Their Quest.* Harcourt, Brace and Co., c1947. 230p. \$2.25.

Looking for treasure, finding a monkey, getting a reward, and starting out on a new search for treasure made an interesting summer for a couple of twelve-year-olds in a small town in New York. It will provide several hours of pleasure to 10-12 year-olds any time.

CASTANEDA, C. E., and OTHERS. *The Lands of Middle America.* Macmillan Co., c1947. 383p. \$2.00.

The lands of Middle America are approached historically and described as seen by the visitor of today. Maps and drawings add to understanding. Valuable for supplementary reading for sixth or seventh graders in social studies classes, or geography and history classes.

CAUDILL, REBECCA. *Happy Little Family.* John C. Winston Co., c1947. 116p. \$2.00.

A delightful family story which will take its place with books like *Caddie Woodlawn*, though for slightly younger children.

CAVANAUGH, FRANCIS P. *Look and Learn.* Scott, Foresman and Co., 1947. 112p. (Curriculum Foundation Series.)

An excellent selection of pictures in color for first grade science. The teaching suggestions in the first 40 pages show clearly how these pictures may be used to help children acquire basic understandings in and for science. Helpful for any teacher of young children.

CHILD STUDY ASSOCIATION OF AMERICA. *Read-to-me Storybook.* Thomas Y. Crowell Co., c1947. 146p. \$2.00.

This is a collection of stories and poems for two to four year olds. Lois Lenski made the amusing illustrations.

CLARK, BARRETT H., and JAGENDORF, M., eds. *A World of Stories for Children.* Bobbs-Merrill Co., c1947. 820p. \$3.75.

Fables, fairy stories and myths from all parts of the world. Grades 4-6.

CLEMENS, MARGARET. *My Prayer Book;* pictures by Esther Friend. Rand McNally Co., c1947. unsp. 60c.

A prayer book for three year olds. It is colorful and has a singing rhythm. Parents of young children will be grateful for this book as will church school teachers.

COMFORT, MILDRED HOUGHTON. *Children of the Mayflower.* Beckley-Cardy Co., c1947. 185p. \$1.30.

A story useful in the study of the Pilgrims. The book has textbook format. The print is clear and well leaded. It is meant for children in grades 3-6. Probably grades 4-5 will enjoy it most.

CROWELL, PERS. *Six Good Friends.* McGraw-Hill Book Co., c1947. 63p. \$2.50.

Circus horses, and a mule, in the glamorous setting of the "big top." The illustrations are appealing for all horse lovers. Can be read to lower grade children, and by intermediates.

DAVIES, VALENTINE. *Miracle on 34th Street.* Harcourt, Brace and Co., c1947. 120p.

A fanciful tale of Kris Kringle in New York, with much resultant confusion, even to psychiatric treatment, court decisions, and romance, of course. Teen age.

DAVIS, LAVINIA R. *Melody, Mutton Bone and Sam.* Doubleday and Co., 1947. 245p. \$2.25.

A story about three horses and, in addition, there is a first class mystery. This is by the author of *Hobby Horse Hill*, and the illustrations are by one who writes and illustrates his own books besides illustrating books for other authors. Grades 6-8.

DE ANGELI, MARGUERITE. *Jared's Island.* Doubleday and Co., c1947. 95p. \$2.50.

A new book by Marguerite De Angeli is looked forward to with interest which is never let down when the book arrives. This is a story of New Jersey in the 1760's and is for grades 3-5. Quakers, Indians, and a search for treasure—all are there.

ENGBRETSON, BETTY. *What Happened to George?* Illustrated by Esther Friend. Rand McNally Co., c1947. unsp. \$1.25.

An amusing story of what happens when anyone, even a pig, eats too much. For preschool and grades 1-2.

FRIEND, ESTHER, illustrator. *Mother Goose.* Rand McNally Co., c1947. 46p. 25c. (Elf Books Series).

A generous and wise selection, beautifully illustrated in color, and at low cost.

GRIMM. *More Tales From Grimm,* translated and illustrated by Wanda

Gag. Coward-McCann, Inc., c1947. 257p. \$2.75.

Here are 31 of Grimm's tales, illustrated by Wanda Gag in her own inimitable style. Children are much richer because this book was finished before the untimely death of Wanda Gag in 1946.

HENRY, MARGUERITE. *Always Reddy*. Whittlesey House, McGraw-Hill Book Co., c1947. 79p. \$1.75.

Dogs and their friends get into trouble, and the dogs get them out again. A story for middle graders.

INGERSOLL, FRANCES. *Peter Gets His Wish*. John Martin's House, 1947. unpaginated.

A city boy makes delightful discoveries about flowers when he moves to the country.

JOHNSON, ELEANOR M., and HANCOCK, RALPH. *America's Southern Neighbors*. Charles E. Merrill Co., c1947. 208p. \$1.28. (Our America Series).

The history, culture, and geography of the Latin American countries. Excellent photographs and drawings add much to an understanding of the reading material. A good text for Latin American studies on seventh grade level, or fine supplementary reading in history of geography. It is accurate and provides interesting reading.

JOHNSON, ELEANOR M. *Onward, America!* Charles E. Merrill Co., c1947. 208p. \$1.28. (Our America Series).

This book, designed for fourth and fifth grade pupils, shows how man has learned to increase his control over nature and environment through the work of great scientists and inventors. Fine supplementary or text material for social studies. It contains many good pictures.

JOHNSON, ELEANOR M. *Wonderful America*. Charles E. Merrill Co., c1947. 208p. \$1.28. (Our America Series).

This book for third and fourth graders is intended for either a social studies text or supplementary reading material. It includes such topics as Our Food, Our Clothing, Our Shelter, Our Transportation, Our Health, and America's Holidays. Well supplied with fine photographs; it also has many challenging statements and questions.

JOHNSTON, EDITH FARRINGTON. *Strange Visitor*. Macmillan Co., 1947. 72p. \$2.50.

Edith Johnston's beautiful illustrations for the books she did with Margaret McKenny have given her a place in literature for young people. This book, which is about a praying mantis, is beautifully illustrated, though the one on the dust wrapper is the only one in color. The story will interest children in grades 3-5 who have seen but may not know much about the praying mantis.

JONES, ELIZABETH ORTON. *Big Susan*. Macmillan Co., 1947. 83p. \$2.00.

A charming story about a doll house and the doll family that lived there. Once a year dolls can talk, and children in grades 1-3 will be much interested in all that happened.

JONES, MARY ALICE. *Jesus and His Friends*. Rand McNally Co., c1947. 80p. \$1.25

Mary Alice Jones, whose *Tell Me About Jesus* and her *Tell Me About God* have been so well received, has retold the story of Christ in a very effective way for children in grades 2-4.

KNIGHT, WILLIAM ALLEN. *A Crisis in Morningdale*. W. A. Wilde Co., c1947. 69p. \$1.00.

The old Dominie met the crisis in Morningdale—the deaths of two "singularly sweet-souled" daughters—in an inspired sermon which brought satisfaction to himself, the community and especially to the author of this comforting, nostalgic reminiscence.

LAIRD, HELENE. *Nancy Keeps House*. World Publishing Co., c1947. 189p. \$2.00.

A delightful story giving instructions on keeping house. It is not didactic since it doesn't pretend to be about anything except keeping house. For 12 year olds.

LAROM, HENRY V. *Mountain Pony and the Pinto Colt*. Whittlesey House, McGraw-Hill Book Co., c1947. 202p. \$2.00.

Danger, excitement and horses make this an ideal book for boys. For grades 5-7.

LAWSON, ROBERT. *Mr. Twigg's Mistake*. Little, Brown and Co., c1947. 142p. \$2.50.

The amazing imagination of Lawson has created a delightfully fantastic story of a vitamin fed mole and his 12 year old master. The illustrations are equally good. Fifth grade reading level.

LEEMING, JOSEPH. *More Fun With Puzzles*. J. B. Lippincott Co., c1947. 149p. \$2.50.

Everyone likes a puzzle and this book includes a variety of things to do. A splendid book for all ages.

LIPPINCOTT, JOSEPH WHARTON. *Black Wings*; illustrations by Lynn B. Hunt. J. B. Lippincott Co., c1947. 144p. \$2.50.

An absorbing story of a black crow and its doings. The author is an authority on nature study and knew this crow for some years. Grades 5-8.

MEADER, STEPHEN W. *Behind the Ranges*. Harcourt, Brace and Co., c1947. 222p. \$2.50.

What started out as a quiet summer to be spent in collecting botanical specimens turned out to be a thrilling hunt and capture of an escaped Nazi prisoner of war.

MEGARGEE, EDWIN. *Poo and the Baby Bunny Rabbit*. Julian Messner, Inc., c1947. unpaginated. \$1.50.

The author is a noted artist who has illustrated other author's books, but this is his first juvenile. The story is for young children and is a good "tell-me-a-story" book. The illustrations will add to the interest and soon the preschool child can tell it to himself.

MEIGS, ELIZABETH BLEECKER. *Scarlet Hill*. Bobbs-Merrill Co., c1947. 175p. \$2.00.

A horse story for girls and another good family story to add to the best in that field. Grades 5-7.

POTTER, MIRIAM CLARK. *Twilight Tales*. Rand McNally Co., c1947. 48p. 25c. (Elf Book Series).

Nursery children will enjoy hearing about Mrs. Han's Red Hat, Mr. Boo, and the "Big Noise." Second graders can read for themselves. All can enjoy the charming colored pictures.

RAY, JIM. *The Story of Air Transport*. John C. Winston Co., c1947. 104p. \$2.50.

A vivid, up-to-date reader, recommended for the high school library. Beautifully illustrated.

RIEDMAN, SARAH R. *How Man Discovered His Body*. International Publishers, c1947. 128p. \$2.25.

A science book for young people, cleverly illustrated by Frances Wells who made the pictures for *From Egg to Chick*. This is an entertaining history of physiology written by an authority in the subject. It is written for high school students.

RUDOLPH, MARGUERITA. *The Great Hope*. John Day Co., c1948. 175p. \$2.75.

A family of six Russian children grow up during the revolutionary period in the Ukraine. Some come to America and some remain in Russia. A book that will enhance understanding our international neighbors. Junior high school level.

SNEDEKER, CAROLINE. *Luke's Quest*; illustrated by Nora Unwin. Doubleday and Co., 1947. 208p. \$2.00.

This is a delightful addition to the list of successful books written by Mrs. Snedeker. The book is a fictional biography of Luke in the early days of Christianity.

TAZEWELL, CHARLES. *The Small One*; illustrated by Franklin Whitman. John C. Winston Co., c1947. 32p. \$1.00.

A delightful little story of a donkey and a small boy who loved him but had to sell him. Joseph bought the donkey for Mary to ride as they went to Bethlehem to be taxed. The story has been made into a recording by Bing Crosby.

THOMAS, ELEANOR, and KELTY, MARY G. *Horses, Heroines, and Holidays*. Ginn and Co., c1947. 246p. \$1.44.

Short stories with questions to be answered at the end of each story. Included are Columbus, William Penn, the Wright Brothers, Robert E. Lee, Stephen Foster, and many more stories; thirty-five in all. Grades 4-5.

TIREMAN, LOYD. *Big Fat*; illustrated by Ralph Douglass. University of New Mexico Press, 1947. unpaginated. \$1.25. (Mesa-land Series).

A humorous story of a prairie dog. For small children.

WALDEN, AMELIA ELIZABETH. *Waverly*. William Morrow and Co., 1947. 285p. \$2.50.

A college story for high school girls. A girl's school: a "socialite" and a mid-west tomboy as students of the school are mixed to make a story that will hold the interest of high school girls.

WALKER, ANABEL. *Tola*. W. A. Wilde Co., c1947. 178p. \$2.00.

The fictionalized story of one of the thieves who died on the cross beside Jesus.

WHEELER, OPAL. *Robert Schumann and Mascot Ziff*. E. P. Dutton and Co., c1947. 167p. \$2.75.

Opal Wheeler alone, and Opal Wheeler in collaboration with Sybil Deucher has done a number of books on music and musicians for children in upper elementary and junior high school. This new title is for grades 4-7.

WHITE, ROBB. *Secret Sea*. Doubleday and Co., 1947. 243p. \$2.00.

A treasure hunt with the characters including ex-naval men. The author is a Lt. Commander in the Navy. For high school boys.

WORMAN, THERESA. *Christmas Stories*. Moody Press, c1947. 63p. 50c.

Religious stories sponsored by Moody Bible Institute. The author is the Aunt Theresa who broadcasts over radio stations WMBI-WDLM in Chicago.

## Education and Psychology

AMERICAN COUNCIL ON EDUCATION. *Cooperation in General Education*. American Council on Education, c1947. 240p. \$3.00.

A final report of the cooperative study by a number of colleges. This volume is one of four for the complete report of this study. Other volumes are *General Education in the Humanities*, *General Education in the Social Studies*, and *Student Personnel Services in General Education*. Prepared on the college level, the findings are of significance for secondary schools as well.

BERGEVIN, PAUL. *Industrial Apprenticeship*. McGraw-Hill Book Co., 1947. 280p. \$2.75.

This work will be invaluable to the person or persons attempting to start an apprentice training program. It will hold little

interest or meaning for those not directly concerned with setting up and carrying on the apprenticeship training program.

FRIESE, JOHN F. *Course Making in Industrial Education. Manual Arts Press, c1946. 297p. \$3.50.*

This book gives a thorough treatment of the importance of Industrial Education, and the procedures in developing a comprehensive course of study with a background in the history, aims and objectives of such a course.

KELLEY, EARL C. *Education For What Is Real.* Harper and Bros., c1947. 114p. \$2.00.

This little book is a report of two experiments which show that we get our perceptions not only from the objects around us but also from our past experience as purposive beings. Growing out of the experiments the author presents the qualities of a good school in understandable prose, although his conclusions go farther than the findings of the investigation.

KILPATRICK, WILLIAM HEARD, and VAN TIL, WILLIAM, eds. *Intercultural Attitudes in the Making.* Harper and Bros., c1947. 246p. \$3.00.

In the opening chapter Kilpatrick succinctly sketches basic principles in intercultural education. Practical suggestions for improving intercultural relations abound as actual experiences are described. The volume maintains the high standards of excellence set by previous yearbooks of the Society and is "must" reading for social studies teachers.

ROSS, CLAY C. *Measurement in Today's Schools*, 2d ed. Prentice-Hall, Inc., 1947. 551p. \$4.50.

A revised edition of a book published in 1941. The construction of informal teacher-made tests, the testing program in schools, and the use of test results are discussed. The presentation of statistical concepts is not sufficiently accurate to warrant confidence.

RUGG, HAROLD. *Foundations for American Education.* World Book Co., c1947. 826p. \$5.00.

A well-documented synthesis of knowledge in the four "human foundations": a new biopsychology, a new sociology, a new esthetics, and a new ethics. The plea to educators, backed by 300,000 words, is essentially: "let your minds conclude what the facts of life conclude."

SHORE, MAURICE J. *Soviet Education.* Philosophical Library, c1947. 346p. \$4.75.

Traces one hundred years of educational thinking based on Marxian tenets. Shows clearly the "superimposed rigidity" of Soviet education, and describes it as "directed firmly as an educational, nurtural, and ideological weapon, for the realization of Communism." Abstract terminology lessens its usefulness.

SMITH, S. STEPHENSON. *How to Double Your Vocabulary.* Thomas Y. Crowell Co., c1947. 360p. \$3.00.

By making a clever, sometimes satirical style of banter serve his didactic purpose, Mr. Smith has produced a fresh and sprightly treatment of vocabulary building which should delight and challenge adult readers. Principles drawn from the research of Johnson and O'Conner, techniques employed by gag writers, and the time honored devices of roots and derivations are combined to make a text well worth a more substantial binding than the flimsy paper in which it appears in this edition.

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. *Higher Education in the South.* University of North Carolina Press, c1947. 171p. \$2.75.

A report of cooperative studies conducted under the auspices of the Committee on Work Conferences on Higher Education. Carefully prepared reports, and conservative recommendations. The chapter on College and Community is particularly good.

SUTHERLAND, ETHEL. *One-step Problem Patterns and Their Relation to Problem Solving in Arithmetic.* Teachers College, Columbia University, 1947. 170p. \$2.35. (Contributions to Education, No. 925).

Thirty-eight different one-step problem patterns have been identified by the author from the verbal problems in four modern arithmetic series. Grades 3 to 6. Especially significant to textbook writers and to committees responsible for textbook selection.

## Health and Physical Education

BRADFORD, ELIZABETH. *Let's Talk About Children.* Prentice-Hall, Inc., c1947. 167p. \$2.50.

Excellent advice and information on the subject of infants and children. Not only is the advice accurate but it is given by a mother from a mother's point of view, and presented in a most readable and entertaining fashion for mothers to heed—and enjoy.

BRESNAHAN, GEORGE T., and TUTTLE, W. W. *Track and Field Athletics.* C. V. Mosby Co., 1947. 498p. \$5.00.

This is one of the few books with a scientific approach to the coaching of track. The material is based on the physiological functioning of the body as well as successful experience in coaching. The explanations are good and the numerous illustrations clear.

BUZARD, HELEN C. *Some New, Some Old Suggestions for Teachers of Young Children.* Teachers College, Columbia University, 1947. 24p. 25c.

A good reference for busy people who need material in a hurry. This book is brief and to the point, really a number of lists of practical suggestions for use with children.

MILLER, JEROME J. *Your Teeth and How to Keep Them*. Lantern Press, 1947. 232p. \$3.00.

Clear cut, not too technical discussion of care of the teeth. Personal care is included, but much of the book deals with what a dentist can, and cannot do. Recommended for school libraries.

WEBB, MARIAN A. *Games for Younger Children*. William Morrow and Co., 1947. 121p. \$2.00.

Simple yet complete directions for a great variety of children's games—old and new. The sections devoted to party plans for specific occasions are of especial merit. Most of these games and party plans are suitable for children from about 6-10.

YOST, EDNA. *American Women of Nursing*. J. B. Lippincott Co., c1947. 197p. \$2.50.

Ten leaders in modern nursing. Shows what each has achieved and progress in some phase of modern nursing.

## Library Science

FARGO, LUCILE F. *The Library in the School*, 4th ed. completely revised and rewritten. American Library Association, 1947. 405p. \$4.00.

A complete restatement of an excellent "basic text, dealing with principles, attitudes, institutions, administrative and financial backgrounds, and fundamentals of method" valid for school libraries at all levels, though primarily referring to library work in secondary schools.

## Literature

ANGOFF, CHARLES. *When I Was a Boy in Boston*. Beechhurst Press, c1947. 82p. \$2.75.

Fifteen deeply felt stories that depict a Jewish boy in Boston. It pictures the hopes and regrets of this boy as he meets others. Here we find youthful romantic attachments and life bewilderments that occupy much of the time of a normal youth. Well done.

GROVER, EDWIN OSGOOD, ed. *The Nature Lover's Knapsack*. Thomas Y. Crowell, c1947. 294p. \$3.00.

Many fine poems otherwise unavailable and even unknown are collected within one volume. This merit surely outweighs the possible demerit of the omission of such a truly great nature poem as Wordsworth's *Tintern Abbey*.

LEWIS, D. B. WYNNDHAM. *The Hooded Hawk or the Case of Mr. Boswell*. Longmans, Green and Co., 1947. 312p. \$4.00.

A successful attempt to bring Boswell out of the shadow of the great Dr. Johnson, to make him a man in his own right, and to describe the relationship between the

two that led to the writing of the *Life*. The Isham collection of the Boswell papers is liberally used.

MUMFORD, LEWIS. *Green Memories*. Harcourt, Brace and Co., c1947. 342p. \$3.50.

This book is a well-written moving biography of an unknown young man who died in battle during World War II. It is more than that—it is an autobiography, for Mr. Mumford's own spiritual growth is revealed in his story of Geddes' life. The story is told with feeling, but with enough restraint so that it avoids sentimentality. When one closes the book, he feels with Geddes: "I'm damned if it wasn't fun."

TATE, ALLEN, ed. *A Southern Vanguard*. Prentice-Hall, Inc., c1947. 331p. \$4.50.

An anthology of manuscripts submitted in a contest sponsored by the *Sewanee Review* and the publishers, and issued as a memorial volume to John Peale Bishop. Several of the essays are by well-known writers. The poems and fiction are particularly interesting in showing the vitality of the younger contemporary group of Southern writers.

YUTANG, LIN. *The Gay Genius*. John Day Co., c1947. 427p. \$3.75.

This is the biography of an ancient Chinese poet, Su Tung Po. He is represented as very talented and versatile—might be compared to De Vinci. It is tedious and would probably be enjoyed more by a student of Chinese life and history.

## Philosophy and Religion

BERRY, GERALD L. *Religions of the World*. Barnes and Noble, Inc., c1947. 136p. 75c.

To present the Religions of the world in 130 odd pages necessarily calls for brevity and condensation, a fact which unfortunately deprives this capsule treatment of ingredients needed for the health giving results desired.

COFFIN, HENRY SLOANE. *God Confronts Man in History*. Charles Scribner's Sons, 1947. 154p. \$2.50.

Five lectures delivered in the Philippines, China, Siam, India, and Egypt under the auspices of Joseph Cook lectureship. Apart from intrinsic value of lectures, insights into countries visited, together with vigor and strength of the septaugenarian commandeer for such service, are revealing, informing, and inspirational.

SIKORSKY, J. I. *The Invisible Encounter*. Charles Scribner's Sons, 1947. 120p. \$2.00.

The author, one of the world's foremost airplane designers, makes a somewhat startling interpretation and application of some of the ideas inspired by the Gospel story, concluding with the conviction that "in the final plan of God, the power of life and truth is infinitely greater than the sum of evil."

## Reference

ALBRECHT, OTTO E., ed. *Catalogue of Music for Small Orchestra*, compiled by Cecilia D. Saltonstall and Hannah C. Smith. Music Library Association, 1947. 267p. \$3.00.

A real contribution. No school music library should be without this catalogue of music for small orchestra. Here is a definite aid for the high school and college orchestra director looking for literature adaptable to his particular instrumental situation. The book is so arranged that one can survey rather rapidly such categories as music for two wind instruments and strings, and music for four wind instruments and strings.

*The American Educational Catalog*, 76th annual issue. R. R. Bowker Co., 1947.

Lists alphabetically, by author and series, elementary and secondary schoolbooks, also pedagogical books in the elementary and secondary field.

*Britannica Book of the Year*, 1947. Encyclopedia Britannica, Inc., c1947. 876p.

The yearbook is the means by which the Britannica is kept up to date. Here you find statistics on many subjects and discussions of the most recent developments in many fields. An index in the back covers small topics not only in this yearbook but in the previous ones as well.

ENGLISH UNIVERSITIES PRESS. *German-English and English-German Dictionary*. David McKay Co., 1947. 307p. \$1.50.

Coat pocket size, well selected word list, and resume of grammar combine to make this valuable for traveler or others needing quick supplementing of scanty vocabulary.

*Hammond's Collegiate Atlas*. C. S. Hammond and Co., 1947. \$1.50.

A pertinent and useful small school and home atlas. Its few well-selected maps of natural and cultural features have been brought up-to-date. Recommended for school libraries and grade and high school geography courses.

MEYER, JEROME S. *Picture Book of Molecules and Atoms*; illustrated by Richard Floethe. Lothrop, Lee and Shepard, c1947. 47p. \$2.00.

A simplified—almost oversimplified—presentation of atomic knowledge to date. Its diagrams would help the high school student visualize atomics. The wording is quite lucid.

WINCHELL, CONSTANCE M. *Reference Books of 1944-1946*. American Library Association, 1947. 94p. \$1.25.

This classified and annotated list is an important aid in keeping up with current reference publications.

## Science and Mathematics

ALLEN, EDWARD S. *Six-Place Tables*. McGraw-Hill Book Co., 1947. 232p. \$1.75.

A very usable book of tables.

BENDICK, JEANNE. *How Much and How Many*. Whittlesey House, McGraw-Hill Book Co., c1947. 188p. \$2.00.

A delightfully written little book telling a non-technical story of the history of measurement.

BENDZ, W. I. *Electronics for Industry*. John Wiley and Sons, c1947. 501p. \$5.00.

A well-illustrated text addressed to the engineer already familiar with the fundamentals of electric circuits who wishes to add a non-mathematical understanding of the principles of electronics as applied to industry.

DWIGHT, HERBERT BRISTOL. *Tables of Integrals and Other Mathematical Data*. Macmillan Co., c1947. 250p. \$2.50.

A very complete and usable set of tables accompanied by other helpful mathematical information.

EIDINOFF, MAXWELL LEIGH, and RUCHLIS, HYMAN. *Atomics for the Millions*. Whittlesey House, McGraw-Hill Book Co., c1947. 281p. \$3.50.

A descriptive treatment of a technical subject which the college freshman science student can enjoy. It explains atomic structure, fission, atom-smashing machines, and possibilities for using atomic energy. Index included.

LITTLE, ROBERT W. *Flameproofing Textile Fabrics*. Reinhold Publishing Corp., 1947. 410p. \$6.75.

A report of research carried on in the field of textiles during the war years by the National Academy of Science. Three sections consider the fundamental mechanisms of thermal degradation of cellulose and the chemical or physical phenomena of flameproofing; the methods employed in the processing and evaluation of flameproofed fabrics; and the various applications which exist for flame-retarding treatments in the field of textile fabrics. An excellent reference for textile chemistry classes.

PICKWELL, GAYLE. *Amphibians and Reptiles of the Pacific States*. Stanford University Press, c1947. 236p. \$4.00.

This is more than just a guide to these animals. There is a section of excellent half-tone reproductions of photographs, a section on life histories of these forms, and a section dealing with collecting, handling, and the care of amphibians and reptiles.

SLAUGHTER, FRANK G. *Medicine For Moderns*. Julian Messner, Inc., c1947. 246p. \$3.50.

An account for laymen of modern treatment of mental and physical ailments as one and the same thing, even where surgery is involved. The name for this is "psychosomatic medicine."

STOUT, WESLEY W. *Secret*. Chrysler Corp., 1947. unp.

An absorbing account of elementary nuclear science, the dropping of the bombs, and a brief background to their manufacture. Excellent photographs, mostly in color, are given.

ZIM, HERBERT S. *Plants*. Harcourt, Brace and Co., c1947. 398p. \$3.50.

A very interesting book that should be very stimulating to non-botanical readers who find pleasures among plants. The author introduces the various groups of plants and suggests fascinating things to do with them.

## Social Science

AMERICAN PHILOSOPHICAL SOCIETY. *Symposia on Present Day Social and Economic Aspects of National Health and the UNESCO, and American Participation in Its Activities*. American Philosophical Society, 1946. 317p. \$1.00. (Proceedings of American Philosophical Society, Vol. 90, No. 4).

Each of these papers should be carefully read. A hasty report will do them a gross injustice. Everyone working in health and welfare programs will appreciate the import of these papers.

AMERICANO, JORGE. *The New Foundation of International Law*. Macmillan Co., 1947. 137p. \$2.50.

An idealistic conception of the only justifiable basis for modern international law; namely, a world democracy in which loyalties belong primarily to the "superstate" and secondarily to the individual. The discussion of the universal education which the author regards as a prerequisite to the effective organization of such a superstate is the most valuable section of the book.

BYRNES, JAMES F. *Speaking Frankly*. Harper and Bros., c1947. 324p. \$3.50.

A timely book that has permanent values. It is divided into four books, or sections. The first two are essentially reports of Mr. Byrnes' work as Secretary of State. Book Three deals with the treaties yet to be completed, and Book Four with the "Work Ahead." It is a fine piece of reporting, and a clear presentation of the author's opinions as to the present situation and what should be done. The chapter on "Building a People's Foreign Policy" should be required reading for all high school and college students.

CARR, WILLIAM G. *One World in the Making, the United Nations*. Ginn and Co., c1947. 114p. \$1.20.

"To make it as easy as possible for anyone, young or old, to understand the United Nations Charter." This is accomplished through a simple text, clear explanations, well-chosen illustrations, and thoughtful study aids. A highly desirable book for any school or college library.

COLORADO. WRITERS PROGRAM OF THE WORK PROJECTS ADMINISTRATION. *Ghost Towns of Colorado*. Hastings House, c1947. 114p. \$2.75. (American Guide Series).

An excellent account of the rise, boom period, and decline of mining towns of Colorado. Unusually fine photographs add immensely to the attractiveness of the book. High school and adult level.

DILTS, MARION MAY. *The Pageant of Japanese History*, new ed. Longmans, Green and Co., 1947. 418p. \$4.00.

For persons "who do not intend to become Orientalists but who seek real information in palatable form." The present volume is a revision for a work first published in 1938 which brings Japanese history down to date and includes a final chapter treating the occupation.

EISENSCHIML, OTTO, and NEWMAN, RALPH. *The American Iliad*. Bobbs-Merrill Co., c1947. 720p. \$5.00.

A remarkable compilation of eye-witness accounts of important events in the Civil War. There is just enough general discussion to tie these accounts together and give coherence to the book. One wishes for an index. Should be in every high school and college library.

EWING, CORTEZ A. M. *Congressional Elections, 1896-1944*. University of Oklahoma Press, 1947. 110p. \$2.00.

A critical analysis of the results of elections to the House of Representatives for the past half a century. The author is particularly concerned with the sectional basis of political democracy during these years. Many broad details are omitted in this study, but the author has succeeded admirably within the limits which he has set.

GROSE-HODGE, HUMFREY. *Roman Panorama*. Macmillan Co., 1947. 260p. \$2.88.

An attempt to show the nature of our Roman heritage and its importance today. Clearly written and well illustrated.

HACKER, LOUIS M. *The Shaping of the American Tradition*. Columbia University Press, 1947. 1147p. \$7.50.

This fine volume is the result of careful scholarship. It is an excellent collection of important documents carefully selected. It has a valuable introduction to the volume and thoughtful introduction to the documents. The volume is indispensable for the teacher of American history or literature and should find a place in every high school and college library.

HORN, STANLEY F. *Gallant Rebel*. Rutgers University Press, c1947. 292p. \$2.75.

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JOHNSEN, JULIA E. *United Nations or World Government*. H. W. Wilson Co., 1947. 285p. \$1.25. (The Reference Shelf, Vol. XIX, No. 5).

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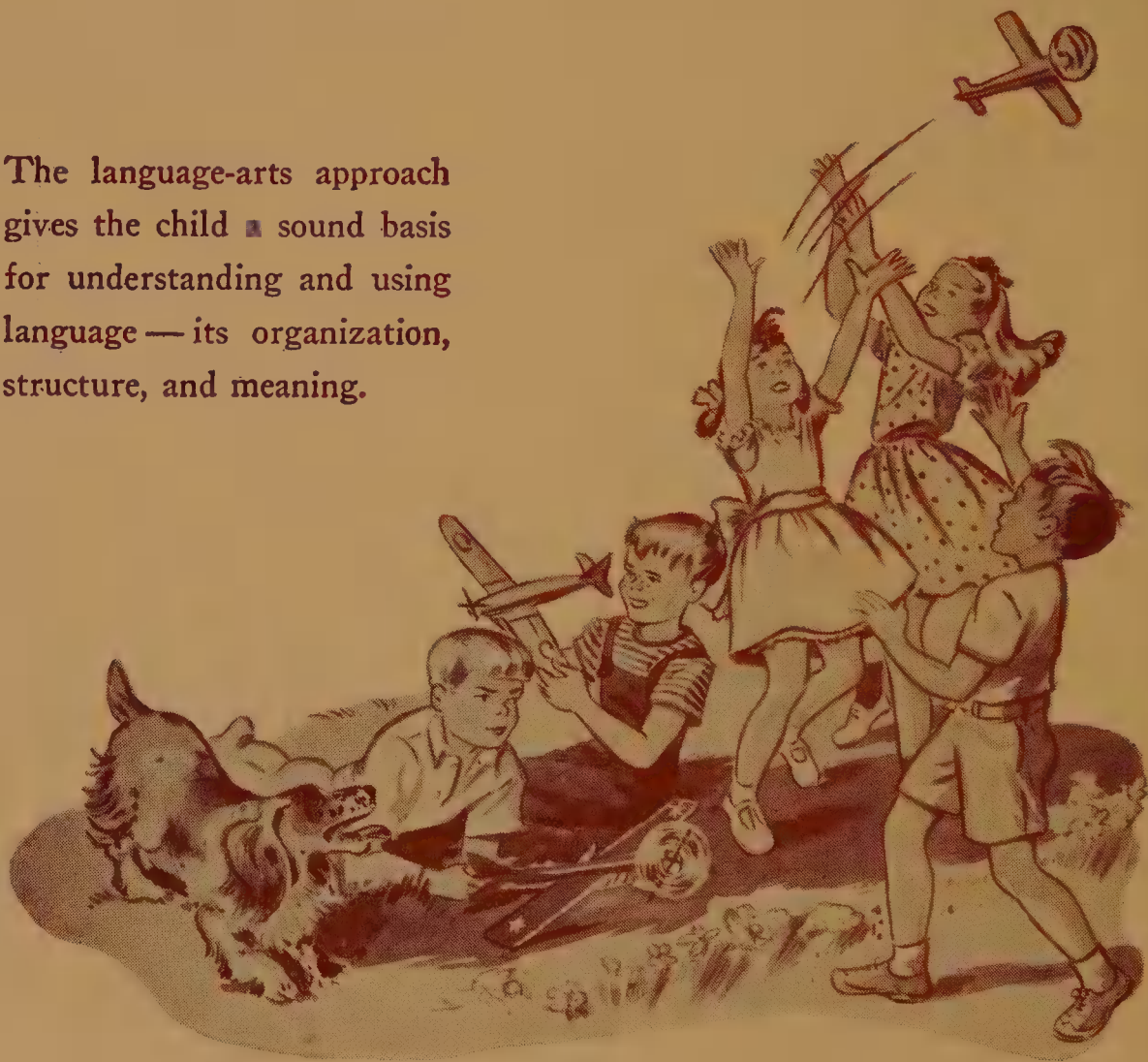
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**MAY 1948**

VOLUME 25 • NUMBER 6

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# PEABODY JOURNAL OF EDUCATION

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## A PENCIL-MADE WORLD

The fountain pen shares in the development of the world, but the pencil wins out. There are union rules to limit the performance of the fountain pen. The pencil works any and all hours, and no assignment is too humble for it. The pen wears formals, but the pencil is dressed in working clothes. The pen is more delicate and subtle and refined. The pencil may be a trifle crude but it has a heart of pure graphite. A lady writes notes of invitation with a pen, but she balances her budget with a pencil, and she uses it to write down that she must order baking powder tomorrow. The pen signs a declaration of war or a treaty of peace but the dictation of the world is taken by pencil. When thoughts have been chastened and refined they are committed to permanency by the pen but when clumsy and half formed, immature but likely to grow into greatness, they are recorded by pencil.

I speak for the pencil, the catcher and transcriber of stray fragments of ideas hot from the human imagination; the husbender and preserver of thoughts not yet good enough for posterity but too good not to be tried further; the accounting machine of the audits of farm and home; the crutch of ailing memories; the arbiter of bridge games; the book in embryo, and the newspaper at the stage where the bank has just been robbed or the battle fought. The pencil is a net with which to draw minnows of thought from a sea in which they could never be more than unidentified minnows, with which to transfer them to pools where if I may bend my metaphor a bit they cease being minnows and achieve full fishhood.

The pencil is the storekeeper's slave and companion. It brings into focus the subject matter of the orator. It is the architect's catalyst. It harvests notes for the teacher. It is the historian of the hospital room, the auditor of the bank. And with it the soldier writes a letter to his mother. One flinches from speculating as to the effect upon human culture of the sudden disappearance of the pencil. Could a pencilless society survive? The pencil helps us to record and interpret our past. Would its lack cancel out the centuries of progress and give its use

back to a savage past? Will its use push higher our as yet low-vaulted temples, push out the limits that hem us in? Will its use lead us slowly but surely toward our promised land?

The word pencil comes from the ancient Latin *penicillus* which means literally a little tail. The word pencil was originally applied to a small fine brush for painting. The first pencil was apparently used on one of the manuscripts of Theophilus in the thirteenth century.

The famous graphite mine of Borrowdale of England was discovered about 1565. The great pencil house of Faber was established in Nuremberg in 1760. In the year 1795 Conte of Paris devised the way by which pencils are now made. Clay and pulverized graphite are mixed with water into a paste, then squeezed in a hydraulic press till they are like dough. Then the plastic mass is placed in a strong upright cylinder. Then forced with a screw through a perforated base in continuous spikes or threads. Then is used the wood of the *juniperus Virginiana*—rather it was used. Now the Pacific redwood, which is cut in cylinders, halved and grooved, and the graphite clay sticks inserted. The halves are reassembled, the wood polished and printed, and the pencil sharpened. And so it is ready under the discipline of the great art of writing to bring into enduring unity fragments of news, stray waifs of thought—all rescued from chaos and disunity by the cohesive potency of the pencil. In due course of time an ironic, slightly humorous but wholly inevitable auxiliary added to the pencil's versatility, namely the eraser. To err is in the nature of a pencil. For that fault the eraser arranged for forgiveness. You were in error as to matters inscribed as fact. Erase them. You erred in totaling the column. Erase the inaccuracy. You erred in the choice of a word. Let the eraser help find a better one. You wrote a thing tritely which deserved better. The eraser is a great improver of style. The pencil is extremely useful and serviceable of itself but the eraser gives it a new pliancy and facility, opens up new vistas of beauty, enables it to write for both the butterfly gallery and the buttercup orchestra.

And so we have the pencil.

# CHILDREN'S READING INTERESTS

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RUBY ETHEL CUNDIFF

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Children's reading interests depend upon many things among which are the children's general intelligence; their growth and development in reading skills; their experience: at home, at school, and in their outside world; their likes and dislikes; their environment: rural or urban; their economic level; their supply of reading materials, that is the availability of books; their social age and sex.

## GENERAL INTELLIGENCE

Surveys have shown that dull children like humor less than do the average and the bright children. They also like familiar experience stories more than do the brighter groups. This may be because these stories are usually less difficult and lower in quality.

Intelligence affects the number of books read to a greater extent than does the socio-economic status of the children. The superior child was found to read books of decidedly better value than did the average child. The superior child read an average of fourteen books in two months while the average or normal child read six. The superior child read more factual material and remembered authors' names much more often than did the average child.

## GROWTH AND DEVELOPMENT OF READING SKILLS

No survey is needed to tell anyone that a child will not enjoy doing what he is unable to do or that which he does with difficulty. Surveys have shown, however, that many children who do not read or who say that they do not like to read, *read slowly and with difficulty*. When facility in reading is achieved, pleasure is found in reading.

## EXPERIENCES

Until a child has done some things, gone some places, and seen many things, reading cannot take on much meaning. There must be some association between what he reads and what he knows; between what he knows and the new ideas which he gets from reading. A teacher read

*Radiator Lions* by Dorothy Aldis to a group of children who had never seen a house heated by central heat and did not know what a steam radiator looked like or how it behaved. Perhaps they did not know what an apartment was either. The poem goes this way:

“And roar most awful roarings and  
Gurgle loud and mad”

How could that be made meaningful to a child who had never seen a radiator?

Something was needed to tie the idea to. A trip to the county courthouse and a look at the radiators, even if the weather was warm, would help in understanding the poem. A child who had steam heat at home would revel in the verses for he would enjoy the humor. There are new ideas in the poem even for him. No child would have thought of radiators as *wild* but he would know why Dorothy Aldis says they are. The thought of having one as a pet would be new and amusing too.

#### LIKES AND DISLIKES

If a child likes horses, it is no trick to get him to read stories about horses. If he likes baseball or dogs or any other thing, it is difficult to get enough books for his use.

Surveys have found that elementary children like animal stories, fairy stories, and nature stories. Middle graders like adventure, nonsense, and still like animal stories. Junior high-school pupils like action, suspense, humor, happy endings and romantic love.

This is just another way of saying that interests change with maturity or social age.

#### SOCIAL AGE AND SEX

The 9-12 group begins to show differences in interests between boys and girls. A study showed that girls like love stories by the time they are thirteen and boys of that age prefer sports and adventure and begin to show interest in science.

One study showed that when boys liked girls' books at this age they were in the dull group, whereas the girls who liked boys' books were in the bright group.

#### AVAILABILITY

The supply of reading material is most important because *you can't like a book you haven't read.*

Some people say that a book must be good because children like it. The truth is that it must have been available or they couldn't have read it and therefore couldn't have liked it.

Comics are liked because, among other things, they are easily obtained. They cost very little per item. They can be traded so that the original investment multiplies itself. They take very little time and less effort. They give even a poor reader a sense of accomplishment. This is not a defense of the comics, merely a statement of the influence of ready availability made up partly of cost and partly of numbers. The exchanging could take place with books if they were less expensive.

Several publishers are turning out beautiful books: good paper, delightful illustrations, and satisfactory print at very reasonable cost. May their tribe increase!

#### POPULAR TITLES

A number of surveys have been made to decide what books, that is what titles, children like. On the basis of these surveys certain titles have become known as being suitable for different grades. For example for kindergarten through grade 2 are found

Make way for Ducklings, by McClosky  
Billy and Blaze, by Anderson  
Snippy and Snappy by Gag.

and other such titles. For Grades 3 through 6 are

Homer Price, by McClosky  
Tom Sawyer, by Mark Twain, pseud.  
Grimm's Fairy Tales  
Mr. Popper's Penguins, by Atwater

The Moffat books, by Estes, etc. For Grades 7-9 are found

Caddie Woodlawn, by Brink  
Lad, by Terhune  
Treasure Island, by Stevenson  
All American, by Tunis

There is no doubt that these *are* favorite books but who knows what books might have been added to these lists if the children had had the opportunity to read them. You can't like a book you haven't read.

#### REASONS FOR CHOICE

First, what are the things which cause a child *not* to choose a book?

Among outstanding considerations are the titles. The book might be liked if read but because of the word *Children, Little* or sometimes even both together *Little Children's* this or that, the book is *not* read. Boys and girls like to feel older than they are.

Another deterrent is the age of the children in the illustrations. Some books which would be excellent for different ages, limit their use by the type of pictures used. A twelve-year-old isn't usually much interested in material in a book in which the book characters all look to be about six years of age. The book may be about a dog but if the owner is pictured as too young the older child rejects the book.

Now for the positive factors: Surveys show that many children look at the books, turning through the pages, looking at the pictures, page layout, etc., before choosing a book to read. When this is done, the book is liked more often than when the book is selected by the title alone.

Often a book is chosen because it is by an author whom the child has read before. Books so chosen are even more satisfactory than when chosen by inspection.

Poetry is chosen less often than prose. Poems in textbooks are less popular than those found outside of textbooks. It seems that many children are predisposed against poetry if it is presented primarily as *poetry*.

In an experiment in getting some pre-school through fourth-grade children to read, memorize, and like poetry it was found that the introduction of the idea with the form merely incidental worked very well. Of course they knew that it was poetry after they had become interested. The first poem presented to them was *My Nose* by Dorothy Aldis. This was the way it was introduced. They weren't told "Now I'm going to read you a poem"; nor "Do you want me to read you a poem?" nor yet "Dorothy Aldis loved little children." No, they were queried, "I wonder if you ever felt the way this little girl did when she said

It doesn't breathe  
It doesn't smell  
It doesn't feel  
So very well  
. . . .

It is an interesting observation that every child who memorized any poems in that vacation reading project learned *My Nose*. They learned many other poems, too. At the end of the summer they decided to say the poems they liked best at their library party. Poetry now has real

interest for that group of children *but* without introduction they would neither have read nor memorized poetry.

#### FACTORS INFLUENCING BOOK PRODUCTION

There has been a real effort made to produce better books for children. Of greatest importance in this effort has been the appointment of children's book editors in many publishing houses. The Newbery and Caldecott book awards have given impetus to this movement for better books. The *Herald Tribune* Spring Book Award has helped spread interest in book publishing to the first half of the year instead of just at Christmas time. Book Week was an important factor in the production of good books for children. The Children's Book Council has helped spread the interest throughout the year instead of concentrating all of it on Book Week, good as that is.

#### FORECAST

It isn't enough just to know what children like. A positive program must be instituted and carried through to insure to children an opportunity to read the best books which satisfy their interests. There is no room for monopoly. Every agency should cooperate: the home, the teacher, the school library, the public library, the book store, and the publisher. If all of these forces would work together the results would delight the most optimistic believer that books have value beyond the harmless killing of time.

# SHALL WE CORRECT OR NEGLECT READING SKILLS?

---

IVAN A. BOOKER

Assistant Director Research Division, National Education Association

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"Watch retarded readers for restlessness" is the timely advice of chief psychologist Shelley of the Michigan Boys Vocational School. Nearly half the boys of normal intelligence received in his institution during 1947 were retarded in reading two years or more. It is his considered judgment that lack of reading skill is often a contributing cause of delinquency if not the major one.

Not all retarded readers turn to misbehavior, of course. Many struggle along against overwhelming odds without obvious outward conflicts, but deeply marked with the discouragements and frustrations to which they are regularly subjected.

The fact that serious reading deficiencies are quite numerous in the upper elementary grades and that they persist in large numbers through the high-school years and even into the colleges is no new discovery. For a quarter of a century the reports of survey after survey have called attention to it. Typical of such findings are those recently announced in New York City where 104,000 of the 867,000 pupils tested were retarded one year or more in reading skills—more than one of every ten.

## CORRECTIVE WORK TOO OFTEN LACKING

To know in a general way that many pupils are handicapped by poor reading skills is one thing. To do something about it in one's own classes is quite another. With certain notable exceptions the teachers of high-school and college classes usually proceed *as if* reading were a finite skill—as if boys and girls can or cannot read, and that therefore their pupils can read. Viewed in that light, teachers of older pupils have no further responsibility in the matter; the pupils can read, no matter how well or how poorly! In other words, far too many teachers of older pupils entirely ignore the reading problem, or give it only the most scant and superficial attention.

Many reasons could be cited for this neglect. Usually it is not due to the fact that teachers are unconcerned about the progress of their pupils or are indifferent to pupil difficulties. Far more often the neglect stems from inability to spot the reading difficulties, to determine their specific nature and causes, and to establish a program that will success-

fully eliminate them. Basic to any effective program of corrective reading is a method of prompt identification of the handicapped reader and ways of finding out, quite specifically, the nature and probable causes of his difficulties.

#### THE TEACHER'S NEEDS FOR SATISFACTORY READING TESTS

Prompt knowledge of the basic reading skills of the pupils, on which their further learning so largely depends, is essential to effective teaching and to the kind of guidance that results in economy of time on the part of the learner. Usually it comes too slowly through the informal observations growing out of daily contacts with pupils, even in the case of experienced and highly capable teachers. Delay means discouragement and, often, the development of pupil attitudes that interfere with future learning.

Informal observation often leads, too, to wrong conclusions, such as, that a certain pupil's difficulty is lack of intelligence or limited experiences when, in reality, some type of reading handicap is chiefly at fault.

Another fact which is often overlooked is that accurate appraisal of reading skills is needed in the case of pupils who are superior readers scarcely less than in the case of the handicapped. Otherwise such students may waste valuable time and develop habits of careless, superficial work. If their special skills are known, however, suitable provision can be made for supplementary enrichment experiences.

#### MEASUREMENT TECHNIQS ARE IMPROVING

Reading tests, the same as those in other fields, have reached their present stage of development through many years of experimentation and refinement. A significant gap left by those heretofore available for older pupils has been their limited value as diagnostic instruments. This is a gap which must, and will, be closed. It is one of many improvements in reading tests which still can be confidently expected.

Recognizing the need for more diagnostic measures, the Committee on Diagnostic Reading Tests came into existence about three years ago. Since that time, it has been working on a battery of new diagnostic tests and on a related general survey test of reading skills. These tests are designed primarily for use in high-school classes, but sometimes can be used to advantage with junior high-school pupils and with college students.<sup>1</sup> The survey section, in two comparable forms, has

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<sup>1</sup> Members of the Committee on Diagnostic Reading Tests, a nonprofit educational corporation, are: Frances Aralind Triggs, *chairman*; Robert M. Baer; Ivan A. Booker; Daniel D. Feder; Constance M. McCullough; A. Eason Monroe; George D. Spache; and Arthur E. Traxler.

been available for several months. The diagnostic battery is now approaching completion, and it is expected that all parts will be available for distribution by July 1948.<sup>2</sup> The work of this group is cited as one example of what is being done to improve reading tests and, thus, to provide teachers with the means of prompt and accurate measures of specific reading skills.

#### IDENTIFYING THE ATYPICAL READER

Teachers who wish quickly to learn how well their students read will select and administer some kind of general survey test of reading achievement. Any valid survey test should help to locate: (a) the seriously retarded readers, (b) the group with average or normal reading skills, and (c) those whose ability to read is distinctly superior. Such a quick overview locates those most in need of further testing and diagnosis—groups “a” and “c.” If the survey test is to some extent diagnostic, it is all the more helpful.

#### IMPORTANT AREAS OF DIAGNOSIS

Numerous types of measurement are possible for those whose reading skills deviate widely from the normal, especially in a reading clinic where special equipment and a highly trained staff are available. But what of the ordinary teacher in a typical American classroom? What are the most practical, available procedures which he can follow?

In general, irrespective of the tests that are selected, the teacher will want to measure three phases of reading: rate of silent reading, the pupil's vocabulary, and his power of comprehension. These, however, can be measured in a number of ways, some of which are more meaningful in diagnosis than others. The recently developed Diagnostic Reading Tests, to which reference has already been made, include measures of: (a) specialized vocabulary in selected fields, (b) paragraph comprehension—the identification of main ideas and supporting details, and evaluation of the relative importance of details, (c) comprehension when reading silently as compared with understanding of the same material when it is read to the pupil orally, (d) variation in rates of reading on different types of materials, (e) ability of the pupil to vary his rate of reading according to purpose, (f) skill in word recognition as demonstrated through the oral reading of graded paragraphs, and (g) ability to attack unfamiliar words. Knowledge of how well- or how poorly-developed the pupil's reading abilities are in

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<sup>2</sup> These tests, published by the Committee, can be obtained from the Educational Records Bureau, 437 West 59th Street, New York 19, New York.

these rather specific areas certainly gives the teacher a much sounder basis for guidance and remedial teaching than usually has been available.

#### INSTRUCTION GEARED TO INDIVIDUAL NEEDS

Measurement, obviously, is merely a first step—never an end in itself. It is useful only to the extent that it is followed by adaptations in instruction that are appropriate to the needs discovered. Materials must be selected which, in vocabulary, sentence structure, and thought content, are at the reading levels of the various pupils. Classroom activities and experiences must be chosen according to pupil need—different ones for different levels of achievement. Special guidance and help will be given to the different pupils, some with how to read more rapidly, some with vocabulary building, some with problems of comprehension, and so on. When, in ways such as these, a significant proportion of the nation's high-school and college teachers begin to feel and to discharge their responsibility as teachers of reading and directors of study habits, new and higher levels of achievement will be quickly attained.

# A CLINICAL APPROACH TO THE GUIDANCE OF THE SUPERIOR ADULT

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## INTRODUCTION

The educational and vocational guidance of the superior adult presents the counselor with problems in many ways quite distinct from those he encounters in working with counselees of more nearly average endowment. This distinction comes about as a result of the operation of a number of factors, among which may be listed:

(1) The usual tests and measurements do not rest on normative populations which provide adequate differentiations at the superior level.

(2) As a corollary, the range of generally appropriate objectives cannot be validly narrowed by reference to test scores.

(3) The counselee usually presents a wide range of interests, many of which he sees as having possible vocational significance.

(4) The counselee in many instances has never had to develop efficient study and work habits.

(5) Standardization of occupations at professional, technical and managerial levels has progressed but little; thus reliable information of other than a general (and frequently proselyting) type is unavailable.

This list is not meant to be inclusive; indeed, every experienced counselor will be able to add particulars. However, the list serves to indicate that the problems involved in counseling the superior adult are not confined to any particular phase of the guidance process but are present in all.

Faced with the dilemma of either returning after exhausting interviewing and counseling and testing to the point at which the counselee "came in" or of employing a few, relatively superficial leads to bring about a choice, the conscientious counselor finds himself dissatisfied

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Note: Grateful acknowledgment is made to Dr. Frank M. Fletcher, Director of the Occupational Opportunities Service, Ohio State University, and to Dr. Joseph E. Moore, Director of the Veterans Administration Guidance Center, Georgia School of Technology, for suggestions and advice in the development of the point of view presented here. However, the responsibility for the present expression of these ideas remains the present author's. (The present paper is a revision and extension of a discussion originally presented in the *Scratchpad* of the Occupational Opportunities Service, Ohio State University).

with either alternative. In the first instance, interview and tests demonstrate that the counselee might give consideration to a broad range of possibilities, and the counselee is already doing just that; in fact, it is frequently for this reason that he seeks guidance. In the second instance, the counselor becomes aware that he is emphasizing a score from an interest inventory, part-time job, or a particularly liked high school course far beyond the validity or reliability inherent in the item. It was a situation such as this that caused one counselor to remark, "I have the most fun with the bright boys, but they give me my worst attacks of guilt feelings."

The case of H.C. is perhaps somewhat extreme, but it will demonstrate the expectancies with which some subjects come for guidance: H.C.: 27 years old, male, single. Graduated from a state university with A.B. in chemistry in 1942. Worked for a large war firm in increasingly responsible industrial chemical positions, 1942-46. Completed one year of graduate study with grades averaging between "A" and "B" 1946-47. H.C. comes for guidance to determine for which area of inorganic chemistry he is *innately* best suited!

Can guidance offer such counselees genuine, objectively-based assistance? Can the dilemma of the guilt-stricken counselor be resolved? It is suggested here that a restatement of the goals of the counseling process can do much to answer both of these questions affirmatively. It is further argued that this restatement must include a conscious reorientation of both the counselor's and the counselee's roles with a specific structuring to the counselee to this effect. It will be the purpose of this paper to develop this view.

#### A DIFFERENT ORIENTATION FOR GUIDANCE

It is probably an oversimplification of the usual guidance process to consider it a matter of matching the counselee's qualifications with job requirements, but something akin to this is the core of the guidance of most counselees. The counselor's task is to make a thorough canvass of the counselee by means of interview and tests, to arrive at a summary "profile" of strengths and weaknesses, and then to make a parallel canvass of points of satisfactory correspondence between this profile and opportunities in the occupational world.

In the view of this paper, such a course is inappropriate in the case of the superior adult. To so approach such a case is to be blind to the obviously predictable end-products which will show the counselee capable of qualifying for an impossibly large number of occupations, granted only the economic means and adequate motivation.

*"Tasks" for a reoriented guidance.* A more adequate approach, it would seem, would involve the following basic "tasks":

1. Making certain of the counselee's general superiority and imparting this information to him in a constructive manner.
2. Structuring the guidance process for the counselee so that he will not expect from it a specific product in the form of a particular job recommendation; inviting his participation in a differently oriented guidance procedure, and instructing him as to his "role."
3. Cooperating with the counselee in a survey of the following points (employing tests insofar as may be possible):
  - a. the history of vocational aspirations; how they originated, what was done about them, why they were dropped.
  - b. any evidences for patterns of likes and dislikes in previous experiences of all types.
  - c. values consistently demonstrated as being of controlling significance (e.g., were choices made on the basis of financial, consideration, prestige, or other gains?).
  - d. indications of emotional development and adjustment status.
  - e. demonstrations of the presence or absence of good work habits and attitudes.
  - f. pressures now operating or anticipated.
  - g. opportunities available or potential.
  - h. extent and depth of occupational information; how obtained, how tied in with affective tone.
4. Developing with the counselee a program designed to lead toward improvement of remediable inadequacies disclosed in the survey outlined.
5. Guiding counselee in survey reading designed to expand his occupational horizons.

It will be apparent that the present discussion describes a more time-consuming process and calls for more professionally trained counselors than is the case in routine guidance. The reader will not need to be reminded, however, that the adequate guidance of the superior adult is readily demonstrable social economy.

*Determining superiority.* In part, the first task listed above is that of recognizing the counselee for whom the guidance process here described is appropriate. Such a counselee will usually be a high school graduate and will earn a scholastic aptitude score above the third quartile point of the college population. Frequently he will have vague, professional aspirations or a vocational goal chosen for relatively superficial reasons (e.g., grandfather was a doctor; law sounds good because he likes to argue, etc.).

Although a score above the 75th percentile on the *Ohio State Psychological Examination* or the *American Council Examination for College Freshmen* is an important indication, such a score may not in itself be adequate evidence. Corroboration may well be obtained from several of the following<sup>1</sup>: previous scholastic record, level of interests and aspirations, family background, type of and success in social and recreational activities, and related test scores (e.g., vocabulary, reading, etc.).

*Structuring.* Once the fact of superiority is established, it is necessary to make certain of the counselee's constructive understanding of this. The advisability of informing a person of his "I.Q."—a much debated topic—is not in question here. The counselee needs qualitative rather than quantitative information. This may include the following points: (a) that he has a better than average chance of being successful in college study, (b) that college training will probably be the most appropriate method of vocational preparation, (c) that the differences among college curricula and among professional fields cannot be resolved for an individual through the available tests of capacities (in other words, that the counselee is not inherently destined to be successful as a lawyer but unsuccessful as an editor), (d) that other factors are of significance in determining the chances of success and good adjustment in various occupations, (e) that investigation of these other factors will only partially rest on the use of tests, (f) that the investigation will require much more of the counselee's active participation, and (g) that the end-product of such guidance will *not* be a specific vocational goal, but an indication of the general area of training and work which seems to offer the greatest accord with what is learned about the counselee.

It will be noted that the presentation to the counselee of the information about his superior capacity is made to lead directly into a discussion of the immediate, applied significance of that superiority. This has values from the standpoint of mental hygiene and from that of challenging the counselee to real participation in the guidance process.

After this structuring has been made, it is desirable to give the counselee an opportunity to "react" to it and to decide whether or not he desires to continue under the conditions outlined. The basis of the guidance process is so dependent upon full co-operation by the counselee that it is important to assure his awareness of this. An overt

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<sup>1</sup> It is not argued that all or any of these are invariable indices of superiority, but their consistent positive correlations with mental capacity have been repeatedly demonstrated.

declaration by the counselee that he wants such guidance is usually desirable.

The reaction taken by the counselee in the case cited below is not a usual one, but the case serves to demonstrate the freedom of choice allowed the counselee.

G.R.: 18 years old, male, single. High school graduate, now enrolled in the pre-dental curriculum and earning moderately superior grades. Father is a lawyer; mother formerly a school teacher. G.R. earned a total score at the 82nd percentile on the *Ohio State Psychological Examination*. After the structuring had been made, he asked, "You mean that you haven't any tests that will tell me whether I should be a dentist or switch to medicine?" The counselor said this was pretty much the case. "Well, what about law?" The counselor said that certain of the skills necessary for law might be measured but that no direct comparison with the skills for dentistry or medicine was possible, and that in any case measurement would be more of the learned aspects than of anything "inborn" which might favor one field over another.

The counselee then asked, "Are there tests like I want someplace else?" The counselor assured him that to his knowledge none existed and went on to review his previous explanation about the difference between innate capacities and tested proficiencies and concluded that it was probable that there were no innate gifts for particular professions.

G.R. commented, "Well, in that case I don't need to waste time taking tests, because I can learn what I need for any of them." He thanked the counselor and took his leave, terminating guidance at this point.

*Instructing counselee.* If the counselee decides to continue with guidance in terms of the structuring made to him, he should be given an overview of the process and instructed in his role. To overview may well include telling the counselee that (a) a survey of his personal history will be made (if a survey has already been made, it must be reviewed with the orientation here being described), (b) attention will be particularly given to aspects of the counselee's experience toward which he has had consistent positive or negative "reactions," (c) consideration will also be taken of opportunities which may be available to him or pressures which are operating on him, (d) it is his task to give not only factual answers to questions but to supplement these with additional details of information and attitudes, and (e) only as he is able to "step outside himself" and objectively report both favorably and unfavorably upon himself can guidance prove maximally successful.

*Personal survey.* The personal history survey should then be made. No particular method of conducting this survey has been found to be uniformly superior. With some counselees a sequence based on life areas (e.g., school, work, etc.) is effective; with others a chronological review proves best. Whatever the approach, the counselor should keep in mind the eight points listed under the third "task" for this reoriented guidance (above). It is probably not well to let the counselee examine this list since it is likely to cause some selection, whether deliberate or not, of the material he produces.

*Test selection.* After the personal survey has been completed, the counselor and the counselee should discuss the selection of tests. It is basic to the guidance process here described that test selection be a cooperative project in which the counselor gives the counselee information about the tests, and both agree on those to be taken. One approach to this has been well described by Bordin and Bixler [3]. A helpful device is to explain to the counselee that the tests are in effect means of expanding his bases for comparisons of himself with others. Likewise, grouping tests into a small number of categories is an aid (e.g., "There are four aspects about which the tests can give us information: general ability, interests, personality or adjustment, and special knowledges or skills."). Each of these aspects is considered in turn with the counselee and such further subdivisions are made as will help him to retain a usable perspective of the measurements available.

Next the counselor must consciously attempt to build test rapport. This will involve an explanation in general terms of the nature and conditions of each test selected (e.g., "This is a comparison of your likes and dislikes for various types of activities with those of a large number of other people; it is untimed, but your first impressions will usually be what is wanted; there are no right or wrong answers.").

Similarly the counselor should be sensitive to nervousness or to negative attitudes on the part of the counselee. Where there are evidences of such reactions, reassurance is sometimes effective, as may be a statement of the protections given to the test scores. If the counselor is truly able to use non-directive techniques [5], recognition and reflection of feelings is often successful. The alert counselor will not be unaware of the broader significances of the counselee's emotional response to the tests.

*Analysis of history.* Prior to the counselee's return from testing, the counselor will want to survey or analyze the former's personal history. The purpose of this analysis is to develop evidence upon which to base tentative conclusions regarding the points under the third "task" above. There is no simple or mechanical method of con-

ducting this analysis. It calls for the best professional skill and knowledge the counselor may have. The following suggestions may be helpful in indicating a line of approach to the problem. These are phrased as questions since this form has been found helpful as a spur to conciseness of conclusions. It is not to be expected, however, that clear-cut, definitive answers to each question can be stated for every counselee.

- I. What does the personal history survey demonstrate to be the counselee's most consistent trends with respect to . . . .
  - A. Vocational aspirations.
  - B. Affective responses.
  - C. Value judgments.
  - D. Emotional adjustment and maturity.
  - E. Work habits and attitudes.
- II. What is the counselee's present status in terms of . . . .
  - A. Pressures now operating or anticipated.
  - B. Opportunities available or potential.
  - C. Extent and depth of occupational information.
- III. Where has the counselee most consistently found his satisfactions? In dealing with . . . .
  - A. Persons  
selling, persuading, rendering service; cooperatively, supervising.
  - B. Ideas  
verbal, numerical, mechanical; abstract or concrete.
  - C. Things  
mechanical (e.g., repairing automobiles); materials (cabinetmaking); tangible products (hardware sales); intangible products (stocks and bonds).
  - D. Processes  
routine or varied; assembly-line or craftsman.
- IV. From what has counselee apparently secured these satisfactions? From . . . .
  - A. Rewards  
salary, commission, bonuses, promotions; awards or other recognitions (e.g., publicity).
  - B. Associates  
smooth team activity, "know-how" of coworkers, extra-work relationships.
  - C. Supervision  
given or received; administrative or procedural.
  - D. Responsibilities

financial, personnel, material, processing, or technical (e.g., legal or contractual).

E. Opportunities for initiative

verbal, numerical, mechanical or other; financial, personnel, material, processing or technical.

This list may be employed to determine consistent patterns through the counselee's experience from which, with the supplementation of test scores, it should be possible to develop one or more generalized descriptions of the occupational areas toward which the counselee tends. Careful analysis should result in the reduction of possible choices to three to six areas that may often be best represented by university departments [4] or the "two-digit" groupings of *Part IV* of the *Dictionary of Occupational Titles* [6]. This is the lead for the next step in guiding the counselee in expanding his fund of occupational information.

*Test interpretation.* The analysis described above is made usually while the counselee is taking tests; therefore upon his return time must be devoted to providing him with a complete report of the test results. It will be recognized that the counseling process here described is a co-operative venture. If the counselee receives the impression that he is being told only as much about the tests as the counselor feels is "good for him," the co-operative basis of guidance is seriously disturbed. The Bixlers [6] have presented a careful consideration of test interpretation which demonstrates the significant dynamics involved in this process. The procedure outlined in the following paragraph has also been found to be effective.

First, the counselee is given an opportunity to express his reactions to the tests. This seems to "clear the air" for the counselee and to provide the counselor with an informative behavior sample. Again, if well used, non-directive responses can be very successful at this point. Secondly, the counselor should explain the test findings in general terms. This seems to be most satisfactorily accomplished if each test is considered in turn and the counselor follows a sequence something like the following: (a) restating the purpose of the test while holding the blank the counselee used, (b) recalling the task set by the test, (c) generally citing the normative group, (d) indicating the counselee's relative position, and (e) allowing the counselee to express his reaction to the results. Another article by the Bixlers discusses important aspects of allowing the counselee this opportunity to express his feelings about the test products [1].

An example of the procedure outlined when used with *Kuder Preference Record* may be given. The counselee was H.C., whose background has already been briefly sketched.

"This (holding up the answer sheet) was the one in which you were asked to choose that one of three activities which you would enjoy most and that one which you would least enjoy. (Counselee nods.) As you recall, you were asked to disregard entirely how much you knew about the various choices or what your opportunities to do them might be. You were to decide only on the basis of whether you would like to do those things. Well, on this one your choices were compared with those of a large number of other people from all types of occupations. What we are interested in are those areas in which you showed a greater number of preferences than did the average of those other people. Now here's a sort of graph (presenting the profile form) of those comparisons. You see you're quite a bit higher on the computational—that means using numbers in a variety of ways—and on the scientific. And here's another high one in the musical area. The rest are around the average. Don't give too much concern to the low ones since they are artificially pushed down by your favoring of the high ones (the Kuder being a closed scale). How do you feel about it?"

The counselee answered, "No, I think that's just about right. I've always liked music but I figured it'd be better to make my living some other way and take care of the music in my spare time. Music's so unsure, you know. And I'm kind of surprised the literary is so low. I read all the time." (Literary was at the 60th percentile.)

Counselor: "You don't think that's exactly right?"

Counselee: "Well, no. I suppose that it's okay, but I like to read so much that . . . ."

Counselor: "What do you particularly like to read?"

Counselee: "Oh, most everything. This new *Illustrated Science Monthly* is particularly . . . . wait a minute. This probably shows how I'd like to be a writer not how I like to read. Is that right?"

Counselor: "Yes, that's probably nearer to it."

*Synthesis of guidance.* After the tests have been reviewed and the counselor feels the counselee has a general overview of the psychometric products, the process of assembling and integrating the various lines of evidence must follow. It is probably most satisfactory to make this organization around the analysis of the personal history which the counselor has made. Here a procedure similar to that employed in test interpretation works well. The various consistent lines found running consistently through the history are pointed out one at a time. The evidence supporting each and the possible contraindications are reviewed. The counselee is constantly encouraged to contribute his reactions or disagreements and these are thoroughly aired. In this way erroneous leads may be recognized and discarded, and the counselee

gains a feeling of responsibility for the guidance products.

Finally, the counselee should be helped to formulate plans for continuing his occupational deliberations after the end of guidance and for embarking on training appropriate to the areas worked out during guidance. In most cases consideration will need to be given to each of the following: (a) provisions for an exploratory period, (b) continuing development of the range and depth of occupational information, (c) consideration of supplementary experience (e.g., summer jobs), (d) setting a tentative deadline for a more definite vocational choice (e.g., end of sophomore year). In this last regard, the counselee should be aware that there is no *one* choice which is alone satisfactory for him, that all of the questions still in his mind will not automatically resolve themselves by the "deadline," but that a definite decision will "pay-off" in terms of motivation and purpose.

*The adjustment variable.* The preceding discussion has been phrased largely in terms of educational and vocational considerations in which the personality or adjustment aspects were not considered. To that extent it has been artificial; meaningful guidance must give full consideration to adjustment. However, the adequate discussion of the topic as related to guidance is beyond the scope of the present paper. It will have to suffice here to urge strongly that no guidance program with any individual, superior or not, can be psychologically complete until the counselee's adjustment has been fully investigated and the significance of the findings brought to bear on the decisions made and the program planned. As Rogers [6] has pointed out, many persons seek vocational guidance as a substitute for the more fundamental counseling which they truly need. H.C., whose case has already been referred to, is an excellent example of this. Careful interviewing disclosed that the three points of most concern to him were anxiety as to whether he actually had the ability to take a doctor's degree, a need for help in revising and improving his inefficient study habits, and a fear that he should be "psychoanalyzed" because of disturbances in his personal adjustment. None of these three points is within the strictly defined scope of vocational guidance; each is of profound significance to any guidance attempted. Covner [4] has presented a helpful discussion of this problem.

#### AN ILLUSTRATIVE CASE SUMMARY

A summary of the notes from a case counseled along the lines which have just been described may prove helpful in understanding the

actual operation of the plan and in reemphasizing the need for a flexible use of the method.

*History.* N.M.: 21 years old, male, single. One previous year of college with indifferent grades and engineering major. Two years in army, rank of corporal, assigned as assistant squad leader in an infantry company. Overseas 15 months, no hospitalization; discharged on points. Comes for guidance because, "I've always been crazy about planes and flying and I thought I ought to be an aeronautical engineer. Now, if I keep on like I have been I'll be flunked out. I don't know what's the matter with me. I just can't seem to concentrate on my studies, and I can't seem to get interested in my courses."

On the *Ohio State Psychological Examination*, N.M. earns a score at the 100th percentile. His subscore for the reading portion is the same. He scored at the 98th percentile on the *Engineering and Physical Science Aptitude* battery.

The history is that of a second generation immigrant family situation. The father came to this country at an early age and, although originally without funds, now owns and operates a small retail concern in a town of 40,000. N.M. has had a "flying bug" since junior high school days and is now taking private pilot instruction. Not liking mathematics or physics in high school, he nevertheless was graduated with a "B" average. He participated in no organized sports or formal extracurricular activities except a science club.

*Analysis.* (Within the limits of the present paper it is impossible to describe in detail the analysis of the history and the various evidences upon which the conclusions reached were based. Instead, the most significant of these conclusions are stated below.) Vocational aspirations have centered around aviation, gradually changing from flying itself to the professional and administrative aspects of the field. Choices appear to have been made in terms of an idealization of "science" which was fed by boys' books glamorizing scientific workers. Emotional maturation is irregular and particularly deficient in terms of autocriticism. The primary interest area is that of "Ideas," generally of an abstract type (best grades and most satisfaction reported as being in the theoretical aspects of science courses as opposed to laboratory and shop courses). A secondary line of satisfaction appears to be in intangible things. The satisfactions, counselee agrees, which have been most consistent have arisen when he has had opportunities to work out problems for himself. While N.M. has found great satisfaction in his present course in flying, this does not appear to arise from a general area of interest in skilled manipulatory activities which might include driving an automobile or operating machine shop equipment.



The counselor again reviewed the probably non-existence of inherited aptitudes for any one particular field, pointed out to N.M. that he had had nearly three years' interruption of all academic activity and study habits, and suggested that it was possible that the counselee had not had to study very hard in high school. The counselee recognized these points somewhat more satisfactorily and asked, "Well, does that mean that I just keep driving myself to it, like I have been? I don't think I'll get enough grades to stay in school that way. I hoped you could tell me what course I could do better in."

Counselor: "You would like it if I could tell you to take such and such a major, and that it would prove so interesting you wouldn't have to force yourself anymore."

N.M.: "Yeah, that's it. But from what you say . . . ."

Counselor: "It looks like there isn't any such major."

N.M.: "You know, that's what I've been afraid of all along."

Counselor: "You've had the feeling that . . . ."

N.M.: " . . . . that in any field, I'd find that I just didn't know how to study."

Counselor: "So that now it looks like it isn't just a question of finding a new major?"

N.M.: "I guess not, but I think I'm in the wrong field anyway. They spend so much time on stuff I'm not interested in. Is there anything that you or the tests can do?"

The counselor then outlined the guidance program here being described and asked N.M. to think it over and decide if he wanted this type of help. N.M. made one further attempt, "You mean that there aren't any tests that I can take that will tell me what I ought to do?"

Counselor: "That's about it. There are tests that will tell you more about yourself and how you stand with others. Some of the tests will even indicate where you are not likely to be successful, but none of them will say which field is *the right one* for you."

N.M.: "Well, let's give this other business a try. I sure need all the help I can get anyway."

The personal survey, test products, and analysis of the history have already been reported. N.M. commented briefly on the various tests as they were interpreted to him and summarized his reactions in approximately these terms, "It's no wonder I don't like engineering, is it? But what can I do in art or music or literature? Does it mean that I'd be pretty good in those things?"

Counselor: "No, it doesn't mean that. If you'll remember, this is the test that was measuring how many things you'd like to do in various

areas as compared with other people. You might very much like to do some of those things and have no ability at all to do them."

N.M.: "Yeah, I see. Well, I don't think I could do that kind of work anyway. I'm sure surprised the 'scientific' score is so low. I've always been crazy about science."

The counselor pointed out that N.M. was not currently doing well in or enjoying his science courses. N.M. replied, "It's the way they teach it over there. I'm not interested in all the things they go into. I like the theoretical part behind it better."

Counselor: "That would agree with what this test showed [*Study of Values*]. It indicates that you are highest in 'theoretical' appreciations and quite low in 'economic'. That means in the applied or practical aspects."

N.M.: "That's sure right. I'd go broke in a week in business."

Since the counselee remained uncertain as to the course of action he wanted to take, he was introduced to the library of occupational information and guided in reading on the engineering and on other scientific occupations. He returned to the counselor after about a week in which he had read for approximately five hours. He now had a list of about a dozen occupations that "sounded good." These are represented by geologist, physicist, metallurgist, etc.

Counselor: "You still feel that some form of science will be the best bet for you?"

N.M.: "Yeah, don't you? I couldn't be an artist or musician. And I like this stuff if I can do it my own way. Since it's up to me to make myself study, I'd rather do it where I'll come nearest to being really interested."

Some time was spent in comparing the various occupations on the counselee's list with the psychometric products and the personal history analysis. Eventually the following course of action was decided upon: (1) the counselee would transfer from the engineering to the arts college, (2) he would take a rather broad exploratory course through the sophomore year, (3) he would continue to use the library of occupational information to increase his knowledge of the fields in which he was interested, (4) he would attempt to schedule courses in the various areas of his list of occupations in order to "get the feel" of studying those subjects, (5) he would plan to make a more definite choice before beginning his junior year.

The counselor then reviewed with N.M. the bases underlying these decisions, pointing out that even for the subjects which the counselee liked best he would need to force himself to study at times. Some time was devoted to study habits counseling also.

N.M. expressed satisfaction with the guidance he had received. His only two regrets, he said, were dropping his aeronautical engineering course which included flying instruction and not finding a course of study which would provide spontaneous motivation to study. However, he expressed these somewhat ruefully and indicated that he recognized their lack of pertinence to his situation.

### SUMMARY

The educational and vocational guidance of the superior adult has been described as presenting problems distinct from those encountered in working with counselees of more average endowment. It has been suggested that this difference in problems makes necessary a reorientation of the guidance process with a change in the "roles" of both the counselee and the counselor. A method of carrying out such a re-oriented guidance has been described and illustrated from actual cases. The necessity for the counselee's constant participation has been emphasized.

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## CHANGING CULTURE IN THE CUMBERLANDS

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In our modern transitional age we find it important to know not only how we act, but why we act as we do. Our emergence from the frontier state into the highly complex order of the age of technology requires the deepest understanding of our generic rise with its accompanying problems.

The frontier society required little that it could not of itself produce, but with the coming of improved communications, big business, specialism and professionalism, social and economic interdependence becomes not alone desirable, but inescapable. In spite of war, famine, and politics the world has moved out of the backwoods of isolationism into a new era where cooperation is the order of the day, and where international intercourse is the only basis for progress and improvement. By an unbiased appraisal alone of WHY we stand at the point where we today find ourselves can we hope to interpret, with any degree of accuracy, the complex world in which we live.

In spite of the rapid advance of technology and the growth of internationalism, no recognizable world culture has yet appeared. We are still pretty much the products of a somewhat local culture, which has conditioned our beliefs, ideals, standards, principles and loyalties.

As an infant feeding at the breast of the mother, man shows little evidence of cultural conditioning, except, perhaps, by the way he is cared for, or his size, or his coloring, but as he grows and becomes aware of his complex environment, he is confronted with the problem of choice. It is here that culture begins, outwardly at least, to exert its influence. However, even then, man finds that many choices have already been made for him. The extent and diversity of choices left to his discretion have been largely predetermined. It seems proper, then, to say that what man is, or what man becomes, depends to a great extent upon the culture from which he springs. This being true, it seems that man's destiny can be controlled only in proportion to the extent to which his culture can be controlled by pre-arrangement.

The culture into which the writer was born is one which, it seems, is rapidly leaving the American scene. Not far removed from the pioneer era of the middle west, it is one rooted rather firmly in the economic

individualism of the freehold farmer, where wealth is measured chiefly in terms of land and the self-contained household is the economic unit.

The locale referred to above is that of the Cumberland mountain region in the neighborhood of Cumberland Gap, Tennessee. Large farms in this section are few, most landowners holding tracts ranging from five to one hundred and fifty acres. Most of this land has been handed down from generation to generation dating back even to the original settlers who cleared the forests.

Until the advent of Tennessee Valley Authority the industrialization of America had hardly touched this region. Of course, the automobile had made inroads and to some extent broadened the scope of the culture, but even at that, commercial farming is still on a very small scale. Tenant farming is still not uncommon on some of the larger farms.

The families in this section are usually large, and while educational opportunity exists, the motivation is somewhat lacking. The law requires that a child shall attend school until he finishes the eighth grade, or until his seventeenth year, whichever occurs first, after which the only compulsion is that exercised by the parents. Lacking in formal education themselves, it is often the case that parents place a greater value upon the child's productivity at the plow than upon the less tangible benefits of an education.

Economically, these families are largely self sufficient, at least in their basic needs. They produce their own food. Such things as salt, sugar and coffee are available at the store in the nearby village. Clothing can also be bought at the village shops. Their needs are simple, their wants not difficult to fulfill.

The topography of the land makes mechanized farming impractical. The size of the farms make such unnecessary. Cash crops are confined almost without exception to one product—tobacco—which grows well in the hilly, fertile soil. With the extension of federal, state and county crop control, scientific farming is just now beginning to take hold. Through education and federal crop loans, production is now being encouraged—production where needed. These programs, accepted slowly at first, are now having a broadening effect upon the rural population.

Community activities are centered about two points—the church and the school. The church, in addition to its function as the religious agent, is acting also as the social center for both young and old. The school sticks pretty much to the business of teaching the rudiments of education.

If one wishes to pursue his education beyond the eighth grade, he has the choice of riding a school bus to the county free school fifteen miles away, or driving eight miles into Kentucky to the town high school where tuition is high.

Having been born and reared in a culture such as that indicated above, one might think that it would be relatively easy to identify beliefs, attitudes, and philosophies arising from the culture, but such is not the case. At least it cannot be said that a specific attitude arises from a specific cause. It appears, rather, that a specific attitude is the manifestation of the overall experience while growing in, or interacting with that culture.

In the setting above related, ideas regarding family and sex are deeply rooted in the religious experiences in the community. Sex is learned somewhat naturally from observation early in life. The sex life of animals could scarcely escape a child in such a setting. This, supplemented by the teachings of a religious family, is effective in building a helpful respect for the purposes of reproduction, and the sanctity of the home. While divorce, for instance, is recognized, it is viewed as a serious breach of the moral code, and therefore, unforgivable. If a man has acted hastily, or unwisely, he is expected to bear his cross. He has made a vow, and he is expected to live by it.

My own ideas on the subject are basically that stated above, but with certain modifications, especially regarding divorce. My own belief regarding marriage, briefly, is this: That out of the union of man and woman grows a great value not alone from the standpoint of perpetuating the race, but from the richness that comes from companionship, sharing, and joint enterprise. It is essential to man's psychological and physiological well being. It is a value tried by the ages and found to be good. It is the foundation of civilization. It is the home.

The race question was not prominent in this culture. The only contact with it was, for all practical purposes, through the text books in the schools. To some this may seem strange but when it is pointed out that vast areas of this mountain region are entirely without Negro population it is more understandable. You will find a sprinkling of color around the small mining towns farther north in Kentucky, but this is somewhat isolated from the section in question. It is my belief that this lack of racial emphasis has allowed me to approach the question of racial equality with less prejudice and more objectivity than is usually expected of a person south of the Mason-Dixon line. I am thankful. In defense of the above statement, I should like to point out that the opportunity for racial conflict was somewhat limited by nature

of the population itself—rural farm folk, with pretty much the same background.

Ideas regarding God, the origin of man, immortality and the Bible can be described technically in terms of Judaeo-Christian theism. That is to say, they believe somewhat as follows: God—the perfect, all-powerful creator of the universe, giver of life and moral law; Man—instrumentality of God, divinely conceived in God's image and therefore immortal, at least in soul; The Bible—moral law, divine revelation of God.

Quite naturally, in such surroundings I came to believe as I was taught to believe. There are certain reservations which I now hold, and which I am certain resulted from a broader contact with an ever widening culture, though I must admit that I came about them reluctantly. Perhaps I should say the conditioning overcame me.

As I have said, this culture was based economically in the philosophy of the freehold farmer. Wealth was measured in terms of land, most property being the soil. In such a system the endeavor to acquire land becomes important. With the acquisition of land goes the usual property rights—to use it as he wishes, or say how it shall be used; to share it or to exclude it from use. Here we find little questioning of such rights. They are widely respected and legally protected.

In this light, the right to control makes ownership attractive, and the business system desirable. It fosters the profit motive, and the right of the individual to make the best bargain possible for the goods or services he has to offer. There is practically no bar to usury, save that of the social stigma which falls to the man who always demands excessive returns for his investment. No one desires to be called a Shylock. However, the line of demarcation is so indeterminate that reasonable and unreasonable returns can be subject to individual interpretation only. Here the matter becomes a moral problem.

From this culture, or perhaps in spite of it, I have gleaned the feeling that success is not a thing measured by the yardstick of wealth, but determined by the length and breadth of human service. Perhaps that is why the teaching profession has always appealed to me. It seems to hold vast possibilities for human betterment. In the environment where I grew, there was little choice of occupation. One became a farmer by heritage, a preacher by the will of God, and a teacher by chance. A teacher is considered a leader. He is looked to for counsel. He is worthy of emulation.

In the matter of ideals, I like to think about them as the directors of human destiny much as T. R. McConnell who says concerning them: "Ideals can best serve the destiny of man if they are expressions of

the lives they direct. We can best distill our ideals out of the welter of human experience—victory, defeat, strengths, frailties, self sacrifice and selfishness, out of hope, despair, joy, sorrow, work and play, and man's contact with nature. If we want to know about love, justice, decency, etc., we will follow man into his daily relationships and try to find the meanings therein implied. This brings Truth and Goodness down out of the Heavens and sets it firmly upon solid ground, and makes for a re-interpretation of the Democratic Ideal."

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## LODESTAR

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NELLIE ZETTA THOMPSON

Editorial Assistant

National Association of Secondary School Principles

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I stepped down from the coach. Four sharp blasts of the whistle pierced the silence. The last vestige of civilization forged noisily westward. I was alone on the platform that seemed to be floating on a sea of sand that bent the sun's rays in a dazzling pattern. Was this the ranch country I had romanticized since childhood—the colorful cattle country where the cowboys' eyes were steel blue from gazing into the distance? *This?*

This village of three hundred odd souls cleft by four religious divisions? This place of violent emotions matching severity of storms? This cluster of dwellings in which the residence of the banker looks down on the shanty of the relief client and the cattleman's town-home vies with the faultless abode of the merchant? This valley where even the best of homes has a skeleton in its closet? This isolated sector of humanity in which the dregs of immorality have settled? This population bereft of an intellectual elite? This tiny business center drawing upon almost a thousand square miles? This frontier outpost where feuds smolder?

The schoolhouse, on a hill, dominated the landscape. Its bell in the morning was a signal for activity in home and shop alike; the evening bell heralded the close of day for the town. There I felt the pulse of Hereford for nearly a decade. And after I left, tired and tearful, for I had given myself unstintingly to these rugged individualists and loved the expanse of silence broken only by the jingle of spurs, they said it wasn't the same—personal tensions had remained minimized and institutional cleavages had remained alleviated, but the close link with the school that had existed during my sojourn was gone.

What was missing? We eliminated charming, sociable personality as a major factor. We agreed that every teacher was not endowed with musical ability which she could bestow generously upon churches, civic clubs, service organizations, and evenings-at-home, but my contribution in this area was not considered the deciding factor. My leadership in religious education activities was considered important in unifying the town, but that did not seem to be the continuing factor. My participation in civic and service organizations was recognized as a

potent element in bringing school and community forces together, but even though all teachers may not have been so conscientious about being responsible that the school was represented, they do mingle. Could it have been my willingness to drive automobiles for old ladies who feared driving, to play the piano for funerals and weddings, to help at the bazaar, to visit with an air of unhurriedness, to fight dramatically to keep a girl from being taken to reform school, to enjoy local customs, to teach a child to play the piano, to give clothing to a large family, to assist in establishing a library, or to discuss without heat any problem which arose? We agreed that they played a part in the scheme, but that there was an additional element. Was it the enlarged extracurricular program? No, not altogether. Might it have been the attempts at making a community center through women's sports, alumni teams, etc? No, not those alone. Could it have been the school newspaper, which had taken so much extra time, that kept the public informed? Not exactly. It was something else—something subtle—something evidently elusive that had given solidarity to school and community alike.

All of this antedated the day of the public relations expert—and certainly the time before his doctrine began to be applied to the public school. The concept had scarcely reached isolated Hereford!

Our quest for the thing that brought the school and people so close together for a sustained period of time has ended. Now, in perspective, I can analyze the underlying strata of those good relations. I was driven to my program by necessity for materials coupled with the youthful enthusiasm of an inexperienced teacher. I confess that my needs and my aims were immediate rather than far-reaching, though I sensed, somehow, the broad educational implications and the desirability of pleasant and understanding personal and institutional relationships in the small isolated community.

For source material and points of departure, I was spurred to explore the valley. It abounds in historical sites, relics, and lore. The ranges of hills, the river, the lakes, and soil itself reveal fascinating tales. The highway and the railroad had educational possibilities. The business houses, power plant, communication facilities, etc., provided bases of study. The varied populace could be tapped.

Vital learning activities resulted. Some activities were carried on in class time and some, outside the school day. Some activities were shared by other classes; some were individual projects. Some pertained to one subject matter area; others disregarded such bounds and interlinked many. Some sprang from the state-prescribed course of study; others were themselves points of departure. The pupils gained

as by-products appreciation of their community, increased social adjustment, and worthy use of leisure time.

The schoolroom became a veritable zoo, with an occasional exciting escape, for wild life there is varied. Boys interested in trapping studied fur-bearing animals first-hand and in books and visited fur houses. The hunters concentrated on game birds. The fisherman of the class made a study of fish abundant in the river and lakes. A few confined their attention to amphibian and reptile life common there. A black widow spider led one pupil on an insect search that resulted in moth cocoons and a butterfly collection. A bee man made a blackboard talk and explained bee raising with a miniature hive. His prestige rose several notches. Girls were particularly interested in the flora of the region and made pressed collections with annotations. Native flowers beautified the room the year around; wild flowers were used on special occasions. Autumn coloration, wood samples, seeds, and leaf serrations and veins comprised another series of lessons that culminated in planting trees on the bare grounds of the schoolhouse. Strange rocks were the beginning of a museum and more detailed study of strata and earth formation theories. Surveyors for a new road were the source of additional information. A rock garden containing rocks from all over the United States enlarged the view. Excavations were visited. Here were abundant contacts with the public—seeking their help in identifying a flower or asking their advice about the variety of tree to plant. The Four-H Club showed a film on sheep raising at an opportune time during a study of fabrics. A local harness maker secured many samples of leather and explained the differences. A father with mechanical training answered questions about the principles of engines. One father made test plots for the raising of cotton, rice, etc., available. Alkali lakes were the starting point for soil tests. An old ranger added much to an excursion through a forest reserve. Science? Yes, but more.

Interviews with elderly people, exhibits, and speeches by pioneers made the history of the state and westward movement real. Visits to old sites were exciting. Election machinery was observed at the polls. The future of the ghost towns of the alkali lakes was discussed as the national defense program came to the front. Mapping the town with the guidance of the Boy Scouts awakened interest among residents. A visit to the court house was beneficial. Making a flag panoply and hearing talks by immigrants from various nations engendered a feeling of world friendship. A survey of religious affiliation or preference resulted in comparisons and understandings. A survey of hobbies gave excellent training in interviewing and classifying, and the culminating

exhibit and talks brought many visitors to the school. Travel talks by patrons were eagerly awaited. Souvenirs, costumes, pictures, etc., brought by the speaker were invaluable aids in visual education. Tours of power station, telephone building, etc., broadened the vocational interests of many, who had no idea about any work except that of a cowboy, and increased vocabularies immeasurably. The recognition of the townsfolk burnished their pride and polished their dignity as well as brought reciprocal respect of the school and frequent visits to it. Juvenile but genuine sociology.

The town grouch who criticized all this foolishness was won to the cause when he saw mathematics being applied in the railroad yard and in the business houses. Children counted boxcars; took automobile census; computed basketball mileage, taxes, school expense, payrolls, grocers' stock; used bank forms, post office blanks, and sales slips. The Three R's too? Well, then the school was all right.

A vast amount of reference material was digested in connection with the above activities. Besides the room and school library, the children, by arrangement, used private and church libraries. A willingness to loan and share grew. The roots of a community library were planted. The traveling library of the state was publicized to book-hungry homes. Communications in writing as well as by telephoning were part of the entire plan, and high standards were required. Creative expression resulting from varied activity, new interests, and deepened understandings was encouraged, bound, and kept for visitors to examine. English with natural motivation. Countless specimens of penmanship were collected, mounted, and analyzed to improve the legibility of the students' writing. Compliments were carried home, and a new respect for the carefulness of elders and the concept that there are many ways to do the same thing resulted. The whole town watched for the next addition to the museum or an account of an excursion by the room reporter in the local paper.

No masterpiece prints were on the walls, so talented members of the community were asked to give an oil painting or a water color or a black and white sketch from their own works. When they brought it, they were requested to describe the process, etc. Children drew the hilly landscape, cattle drives, sports of the region, ducks in flight, coyotes howling at the moon. They captured the spirit of the locale and realized it was worth illustrating. The stained glass window of one church and the architecture of another were studied on the spot before and after background material was read. Prints were secured from galleries and appreciation lessons were planned. Pictures were allowed to be taken home. Art? Yes, principles and a taste, anyway.

A victrola was borrowed for music appreciation. This was supplemented by interpretations of a pianist of ability. An occasional evening group listened to a selected radio program at one home or another. Interpretive dancing was encouraged. Some musical instruments were loaned. Students sang at churches and many functions in the town. People were glad to loan and to listen where musical opportunities were rare. They had a share in developing a musical generation in a community barren of music.

The recreation program was suited to the climate and topography. The sports of the region, such as tobogganing and skating, were encouraged. Occasionally local sport enthusiasts were called in as umpire for a baseball game or as instructor in the fine points of pitching horse shoes. They were happy to find a satisfying way to spend their time and they were honored too.

In hiking, a common activity, there was abundant opportunity for teaching and chance for practicing the following: care of water purity at a spring, balanced lunch, fire precautions (hay makes this important), highway safety, first aid for sunstroke, accident, or snake-bite (rattlers are common). Cattlemen felt much better about granting picnic privileges when they saw good behavior and proper precautions. A clean-up week at school encompassed the town. A railroad official spoke on the danger of playing in the railroad yards. A highway patrolman lectured on highway dangers. Homes appreciated this.

Ample practice for courteous behavior was given both under supervision and on honor in all of these activities. The community was proud of the school's reputation as the group with the best conduct whether it was at a basketball game or a music festival. The courtesy of individual students spoke well for the school. Going fishing with the hookey-player ended his truancy. Discovering a good voice and giving the lad the leading part in an operetta quelled the recalcitrant behavior of him and his family. Giving work to one boy gave him self respect and the means whereby to stay in school. Parents were appreciative.

Learning experiences were intensely alive for the students, and their contentment and eagerness for the next day of school was spilled over into the home. Impressionable contacts were valuable and surroundings came to be appreciated. The use of dormant facilities took planning and opportunism but paid in actual material economy and the rare coin of community gratitude. Cooperation with organizations proved to be reciprocal. Insignificant or disliked or misunderstood members of the community were made to realize their worth and the importance of their niche. A social leveling, increased school spirit,

support, civic pride, and racial and credal understanding were results of the close cooperation of the school and its patrons. By utilizing the human resources of the community the teacher became an integral part of it.

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## HELPING PARENTS UNDERSTAND THE NEWER PRACTICES

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CLARA L. PITTS  
City Schools, Washington, D. C.

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The newer methods of teaching are being adopted more widely each year; however, occasionally, in some localities the so-called progressive type of work is in ill repute. This feeling has been caused by the failure of one or two teachers who tried to use it. The parents did not know enough about the newer practices to evaluate the causes of the failures. They satisfied themselves that the use of the new fangled methods was entirely to blame.

If the use of these better ways of providing for child growth are to become more common, the members of the teaching profession must find ways of getting parents into our better classrooms. We must take the time to explain the work which is observed and we must gain the confidence of these people in order that they will return to us a second or even a third time if doubts continue to arise. One parent who does understand the reasons for the newer practices can be most helpful in learning of the doubts of others and in sending them to us for discussion.

This fact was impressed upon the writer because of an experience which she had with a mother. The work which this woman saw in a classroom had to be discussed with her at length on several different occasions. She was perfectly frank and when she did understand she was invaluable as an ally in securing the co-operation of many other parents.

This mother's experience was an interesting one. Her first visit to a classroom was accidental. She stopped by the school on business for the Parent Teacher Association and to leave rain clothes for her young son. When she reached the classroom door, she noticed four small groups at work. One was making price tags for a grocery store. There was some discussion of the prices as compared with those seen in the stores which they had visited; as, Apples 8c. It was agreed that an apple for that price should be a rather large one. Further on two little girls were at a table. One was reading aloud; judging from the comments she had been chosen by the children to read that story to them. She wanted to make good. Next, on the blackboard, there were sentences about making a store in the classroom. At one side two children were duplicating these sentences by placing cards in a rack.

At the other side of the room, another group was at a larger table. These children were looking at picture books. It seems that they were selecting a story for the teacher to read to them. One child exclaimed, "I have found one." The others gathered around to see his choice. One child said, "She read that one to us yesterday." The first one replied, "Yes, I know, but I like it." Some other child reminded them, "We are to find a new story." By checking a place on the blackboard the children found that the word new was in their directions. The search went on.

There were still other groups of children who were quite busy. The mother's attention was attracted to the rear end of a little girl who seemed to be busy on the cloakroom floor. Upon investigation she found that several children, her son among them, were painting upon a strip of brown paper stretched upon the floor there. She touched her boy with her umbrella. He was angry at being disturbed until he saw that his mother wanted him. To her question, "Where is Miss Hunter?" he replied, "Isn't she in there? Well, it is Dorothy's day to have charge. She will know."

Dorothy did know. When she was located, she was helping build store counters. Her attention was attracted and she was asked about Miss Hunter. She explained, "At recess, Helen fell and cut her lip. The nurse is out sick so Miss Hunter had to take her to the nurse's office."

That mother had accomplished her purpose but she waited around in the room. She remembered how all of the children in her childhood days behaved when their teacher left the room. Since these children seemed to have so much freedom she wanted to see how they would behave when they knew that Miss Hunter was to be away for some time. To her surprise, not one child took advantage of the teacher's absence.

Any parent is fortunate who has had the privilege of visiting a classroom similar to the one just described. If problems or doubts arise from a visit, would it not be wise to find some educator with whom these may be discussed freely? That is what this mother did. She was a conscientious person who had helped a daughter overcome shyness. She had worked with one son to keep him from becoming a bully. She realized the value of the type of work Miss Hunter was doing. For days, she told people how wonderful it was. Then an awful doubt assailed her. Were these children learning to read? If they failed to acquire this skill would the handicap so embarrass them that they would lose much of the value of this excellent training? That doubt caused this woman to make her first visit to the writer of this article.

That mother had an excellent point. The doubts expressed by her are those which any one would have if they were not trained teachers and did not understand the connection all of the work observed has with the act of learning to read. After our discussion, she did see that several reading experiences were in progress; as the little girl practicing her story, the group hunting a story, and those building the chart were having a very definite practice in reading. These exercises were suited to the members of the different groups. The other children were following written directions which had been developed by them under the guidance of the teacher. These plans were on the board or charts and could be used for reference from time to time.

A definite need or reason for reading was being met by each member of the class. For these children, these experiences would develop the idea that reading can be a source of help and entertainment. They would not feel that they were being compelled to make certain sounds which had no meaning to them. When children do get this desired idea, teaching them to read is a delightful task.

That mother's second visit to the writer was made after she had observed some reading work in this same room. The children had been having pets in school and reading charts had been made of their plans and experiences. At different times, this mother had watched these charts being developed and used. On the day when the work troubled the mother, the children were encouraged to read about experiences of other children in books which used the words with which the members of the group had become familiar.

The work of this period was of a very unusual type to that mother. The preparations had been very carefully made. On a long table there were many different and attractive books on various grade levels ranging from pre-primers to books suitable to children in the high first grade. Each book had a small marker which enabled the children to find those portions which had the familiar words.

The children's actions were most interesting. First they walked around the table looking at books. Only one child looked inside a book and put it down. First, a girl chose a book and found a snug place to read. Others followed suit. Finally, many children were sitting around the room engrossed in a book. The teacher made some suggestions to other children. Finally, she definitely helped two children who had made no choice. She selected two attractive books with large beautiful pictures. She called their attention to the illustrations and aroused their curiosity about the next pictures. Finally, each child went off with a book which he planned to enjoy.

The mother heard chuckles and Oo's and Ah's of delight as the children handled the books. A few children seemed to look around for someone to enjoy their pleasure. At the teacher's smile and nod, they came close to her and read in a semi-audible tone. No two had the same book. No one paid any attention to any other one. The teacher seemed to listen first to one and then to the other. When the hum stopped in one place, she went there to help that child. Once, she said, "There is another book you might like even better than you do that one." She helped that boy select a larger book with more pictures and less reading material. This first group passed to find other books. A different group of children came around the teacher. Again, she listened, watched, and helped when necessary. The low monotone or hum continued until it was time for the children to leave the room.

That mother wondered. Are you surprised? She thought of reports she had heard of Chinese schools. Can't you see that this procedure required much explanation? How could a teacher be sure what any one child could do? Would not this low oral reading make the children become slow readers? How could you check words for later drill? Would it not be easier to give each child the help he needed if all of the children had the same kind of a book and if all of them looked at the same page at the same time? When are children taught how to help themselves? Is phonics taught now?

Because this mother was intelligent and because she sincerely wanted to understand, it was not difficult to make her see some of the values inherent in this program. Some of these were; each child had practice for a whole period reading a selection which was interesting to him. No one had to be bored hearing a child read poorly what all of them already knew. The previous preparation with the charts had made book reading a pleasure for the vast majority. For those who were not prepared, there were the picture books for this period. The teacher would make other charts and develop other experiences for this group before they were given books from this vocabulary field again. The reading of thirty or more different books gave the children the very best drill they needed. That is, they saw the same words used over and over again in thought situations. They were learning to read by reading. That is really the most sensible way, isn't it?

Parents, both as taxpayers and as parents, have the right to inquire about these newer practices. As taxpayers, they must understand that these methods are more expensive in money for one year. The large number of books, the expensive chart materials, the better trained teachers required, the school library and librarian are some of the factors which make this type of school costly. However, the prevention

of the large number of repeaters in the first grade and the saving of the self respect of these would-be failures reduce the price paid for the work. Mothers know that too cheap or shoddy materials for children's clothes do not wear long enough to justify the trouble of making them. They can readily understand that in primary education, at least, the most expensive is the cheapest. Or to say it differently, the most expensive is the best investment in the long run.

If parents are left in doubt about the school and its methods, they discuss their misgivings in front of the child. This mistrust may undermine his feeling of confidence in his teacher and principal. If it does, his work will suffer. Thus the attitude of the parents can be a disturbing factor in a child's school life. This should not be permitted to happen.

Of course, the principals of primary schools are busy people. They must get the needed information about children. They must see that the teachers have it. They must check and make summaries of teachers records and reports. They must help teachers experiment and get the best type of equipment and materials available. They must work with the school librarian. They must help teachers who have socially maladjusted children. They must help teachers get acquainted with their children quickly and begin to meet the individual needs found. They must work closely with the school health officials. They must co-operate with the Parent Teacher Association. In many localities, they must see that the children have warm clothes and are not embarrassed by getting them. But why go on with this long list of duties. Certainly, the principals know that they have a very great and responsible job.

No matter how important all of the work listed above seems to be, principals must take time to help groups of parents understand how the school is trying to teach reading. They must take time to help groups of parents understand. They must find time for individual conferences with parents. These last two jobs cannot be neglected if the children are to be happy in learning the skill of reading, in developing a realization that this skill can be used to give them pleasure and help, and in forming the habit of using all reading facilities available. What could be more important!

## A GOOD WORKSHOP FEATURE

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MARIA J. ESCUDERO  
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Teachers anticipate language workshops because they feel that the academic year has brought them in contact with certain experiences that will be beneficial to other teachers in the field. They also are aware of the fact that other teachers have found similar situations, but have solved them in different manners, or still have found completely different phases of teaching which may help them in the coming year. They realize that these contributions form the basis for the work in the shop, and they look forward to it.

The general procedure is to discuss the pros and cons of teaching techniques derived from all these experiences; then to choose those which will serve to orientate whatever is to be done during the session—be it an activity program, or a unit in some country, or a syllabus, etc. The nature of the program is determined by the personnel and their desires.

I have attended workshops in the Southwest and in the East of the United States. I have been a member of some and have led others. I have felt very much at home in both instances because we were all working toward a common cause—better means of teaching foreign languages. I have also felt that the group has always had a very practical purpose—teachers came in with actual cases and presented them as they happened, or as nearly accurate as was humanly possible. The mutual contribution of experiences and points of view was very profitable.

Workshops begin with practice. It should produce maximum results. The supposition will go a long way, but alas! There are times when certain features of such a program fail to produce the results expected when applied in the classroom. I have asked myself time and again how this very small feature which actually decides the total success of the workshop could be made fool-proof. The cause can be attributed to the fact that teachers are human beings. Perhaps it is due to the distance of the classroom and the summer workshop, or perhaps the freedom of the school routine (or any other cause that you teachers who have attended similar workshops will realize as you read my hypotheses in the realm of causes) that teachers enhance the capabilities of pupils. They seem to see their former experiences with colored

glasses. Somehow Johnnie's inability to pronounce certain words or to memorize certain verbs does not seem so bad now that all teachers are talking about their experiences. Little Nancy is a bright youngster, but she surely could learn a little more if she would pay less attention to boys.

The workshop's final contribution is a very sensible program based on previous years' experience, yes....but the enthusiasm of the teacher has overestimated the pupils' ability. The session is over. The program is ready. All it needs is the opening of school. The whole thing left me with a feeling that the work produced was too stilted. Mere suggestions could not convince teachers of the pitfalls of their arduous task..... Words were not enough. There must be some way. I have pondered over the question without being able to arrive to a satisfactory response.

The answer to my query came when it was least expected. The director of the Division of Modern Languages here at the University realized immediately that a group of native instructors could not cope with the task at hand because they simply could not estimate the difficulty of students in learning a new language. He summoned them to an institute where they were to undergo a whole week's intensive language training program. He chose a language whose grammatical structure was entirely different from that of the native instructors. He also made sure that these instructors had no knowledge of the language to be studied. There were around forty instructors of French, German, Portuguese and Spanish in my group. We were all asked to learn Russian.

The first day, the course seemed rather impossible, especially to Spanish instructors who knew no other language than their own and English (in many cases their proficiency in English left a great deal to be desired). The course went on rather smoothly in spite of the difficulties of a few Frenchmen and South Americans. The week was over. Most of the instructors of the group had found a language other than English that they could use as a medium of communication. It was more fun to speak Russian to each other because the vocabulary of both parties was limited, and they felt much more at ease as students than as instructors. There was something in the idea of becoming students in a world of make believe that fascinated them, and made them desire to go on learning Russian wherever their program would permit it.

Here it was a world of make believe where a teacher, not of high school, but of a university had condescended to play the role of student in order to appreciate the difficulty involved in mastering the ma-

terial that he was about to offer to university students. I can say for my part, and too, for that of my colleagues who were with me in this group, that it is one of the best institute sessions, if not the best, that I have ever attended. We worked hard. We laughed at each others' mistakes thus breaking the tension of the whole procedure, and at the end achieved the desired goal. It is not easy to learn a modern foreign language.

This realization came to me as a clear dawn. Many times after any of the previous workshops, I would have given anything to know what that particular workshop needed to make it one hundred per cent successful. This was much more true when I led the workshop, for then I had a complete view of the whole program. Many of the teachers were leaving with an assurance that only hard work in a summer session can give. I knew that some of their units would not work. Some of the teachers would be discouraged and throw the whole thing overboard. Others would try to revise their units and make them fit their class. Others would think that the whole workshop had been a failure. My attempt to warn them fell like seeds on barren soil. Who was I to tell them when my supposition would be as valuable as their own? I realize now for the first time that many of these former workshops would have been less exuberant and theoretical, but far more thorough, if some of these teachers had tried to master some of the material which they were so ready to have their students master in their classroom. Somehow or other this sympathetic understanding only comes with the hard task of mastering the material to be taught. It gives the teacher a different outlook toward her pupils.

Here was the answer—experience again. The teacher begins with practical situations, formulates a program—this program can be overestimated because of the theory involved and the circumstances surrounding it—and through experience she molds it and makes it workable in the classroom. She no longer stands on a pedestal and looks down upon her pupils as little human beings who have to be taught: she has come down to their level and once again realizes the arduous task of learning a new language. Would that many of those teachers who have been with me in workshops had carried with them just that one point of view.

## DIS-HONOR ROLLS

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The validity of scholastic grades as a single index of ability is questionable. At best they can be no more than a statistical representation of the child's capacity to reproduce information and materials. Grades, in other words, indicate an ability to store facts, and, when the proper stimulus occurs, to reproduce them. The reactions of two fourth-grade boys to a decision in a spelling match comes to mind. Andrew, the last boy standing but not on the honor roll was given the word, "march." He spelled M-A-R-C-H without hesitation but was declared wrong by the teacher because he had failed to capitalize M. Andrew disagreed with the teacher's decision, stating that she had not asked him to spell the name of the month, so he spelled the word which means to move together in a body. David, a perpetual honor-roller upheld the decision. He said the teacher was right for they had had no other "march" in class except March. A position of "high honor" simply indicates to the interested public that this particular boy or girl has learned to give the right answers at the right time.

Membership on the honor roll might even mean the child "behaves" well and hence lessens the teacher's problems. The most unbiased teacher in the world finds her patience cellophane thick after coping with six daily hours of other peoples' problems. The rare exceptions who are either afraid to misbehave or feel no particular aggression against said teacher, stand out as paragons of some virtue, if not intellectual. It is not surprising that they are rewarded in the language most easily understood by the educational twins, pupil and parent; if they are not on "high" honor, they are content with plain HONOR.

That parents should reach false or exaggerated assumptions of the real meaning of honor-roll membership is not surprising. School authorities seldom publicize or explain their purpose in making distinctions in scholastic abilities aside from a few stereotyped remarks printed on the cards. Hence all parents, of bright and dull alike, are free to interpret report cards as best they can, and render tribute or punishment accordingly. This ranges from bestowal of material gifts to deprivation of routine activities. Children are placed in mental show-cases or dungeons depending on their luck. If their luck was good, they as well as their parents assume roles of scholastic museum

pieces. Thus children tend to regard grades as a method of gaining extra praise from parents.

High grades are among the last attributes assumed as desirable personality or character traits among one's friends. Instead they are described first in terms of honesty, generosity, thoughtfulness, and last of all intelligence; good marks are afterthoughts. Even enemies are designated thus for deviations from honor codes rather than honor rolls. The relative value of school marks in the school of life is practically negligible.

Herbie's recent difficulties serve to illustrate this point very well. He is the kind of a boy mothers dream about having. His obedience is unexcelled whether his mother is standing over him or five-hundred miles away on a trip through Canada. His graciousness would put many adults to shame; he never omits a thank you for the slightest favor and always remembers to prefix requests with "please." Herbie's name is not listed among the honor students for there is no honor roll for manners.

Strangely enough, membership on an honor roll may be a sure sign of maladjustment as is the failure to pass. Social misfits frequently compensate for their inadequacies and inability to meet conditions in life by devoting themselves to book learning. By this means shortcomings in human relationships are lengthened by accomplishments in ideational relationships.

It is equally true that many children with a potentially superior intelligence are unable to attain maximum expression because of emotional blocks. This idea was first explored by Bernardine Schmidt, whose work with children retarded in school has become a standard for many conscientious educators throughout the country. Miss Schmidt's first concern was the emotional status of those children and later their intellectual. Many high-school graduates have been denied the privilege of attending college because of low grades. Had their intelligence been utilizable without the stress of neurotic conflicts, they might have done as well if not better than those with "passing" grades. Likewise many who were placed on probation at the end of the term, and forced to leave subsequently, were victims of faulty use of brain power rather than lack of it.

The maladjustments and ignorance of teachers do not lessen the confusion. Some teachers exercise their prerogative as mark-donors as though it were a divine right. There is the example of the teacher whose greatest sorrow stemmed from the fact that it was not within her power to exclude from school those who would not obey her every whim. She succeeded her purpose by failing pupils.

Other teachers create situations equally tragic by their stupidity. The mother of twins was startled by having one show her a commendable report while his brother's was just short of disgraceful. Such divergence had not been apparent before, so Mama, wife of a Ph.D. and a college graduate herself, sought an explanation at the source. Her surprise was exceeded only by her anger to hear a wholly unscientific, fantastic statement that "one of a set of twins is always bright and the other dull," as though brains were meted out according to the laws of probability!

The most salient criticism of honor rolls is their influence in misdirecting parental understanding, a vital force in adjustment of children. The full extent of the blow to Herb's pride, self-confidence and desire for approval by his father's action cannot be estimated. Such apparently trivial episodes may be crucial. From such insignificant details may emanate the series of events which lead ultimately to rifts in families. Parents actually build the wall stone by stone which eventually becomes an impenetrable barrier between them and their children.

Tearing up honor rolls, firing ignorant teachers, and hiring psychiatrists to cure neuroses in the children will not solve the problem. The solution rests largely with parents. Common sense, mingled with actual knowledge about grades, and a heap of understanding will undoubtedly help. All the children who failed as well as those who succeeded will have better appreciation of their own importance if their parents learn to interpret scholastic grades and form adequate judgment on the results.

# PEABODY BIMONTHLY BOOKNOTES

*Selected Professional and Cultural Books for a Teacher's Library*

May 1948

Booknotes Committee: Ruby Cundiff, Susan B. Riley, Norman Frost, Chairman.

Secretary to the Committee: Martha Dorris.

Annotators for this issue: Jack Allen, A. E. Anderson, H. C. Brearley, John E. Brewton, B. H. Byers, Beatrice M. Clutch, Kenneth S. Cooper, A. L. Crabb, Leonidas W. Crawford, Ruby E. Cundiff, Frederick B. Davis, R. T. DeWitt, Harold D. Drummond, T. Ross Fink, Norman Frost, Ruth Gillespie, L. L. Gore, Susan W. Gray, Clara Haddox, Henry Harap, B. S. Holden, A. M. Holladay, J. H. Lancaster, W. M. Morgan, Mary Morton, Katherine Reed, Susan B. Riley, Felix C. Robb, Joseph Roemer, Anna Loe Russell, Milton L. Shane, Eliza J. Smith, J. E. Spilman, Edwin E. Stein, James E. Ward, H. A. Webb, Mary P. Wilson, Theodore Woodward, F. L. Wren, T. P. Yeatman.

## Arts

ALLEN, EDITH LOUISE. *Weaving You Can Do*. Manual Arts Press, c1947. 118p. \$2.50.

A delightful small book for beginning weavers, young or old. Condensed information and practical helps with photographs of looms and samples of weaving make this a valuable book for students and teachers.

BATCHELDER, MARTHA. *The Art of Hooked-Rug Making*. Manual Arts Press, c1947. 160p. \$3.75.

A book that inspires the desire to create original designs for hooked rugs and gives helpful suggestions for the beginner. Practical directions for materials, equipment, and hooking are given in an interesting manner. A helpful book for anyone interested in hook rug making.

BURTON, WALTER E. *Home-Built Photo Equipment*. Ziff-Davis Publishing Co., c1947. 156p. 95c.

This is the thirty-fourth and latest addition to the *Little Technical Library* series, of fascinating and practical helps for the amateur photographer. This volume includes over thirty items of equipment that can be built in the home shop. Drawings and photographs of the different items show the worker how, with average equipment, he can both have fun and save money on his equipment.

CLIFFORD, LOIS I. *Card Weaving*. Manual Arts Press, c1947. 39p. \$1.25.

A book of directions and suggested designs for card weaving. The author has attempted to simplify the generally complicated directions for this craft by giving step-by-step hints for the beginner.

DIVINE, J. A. F., and BLACHFORD, G. *Pottery Craft*. Manual Arts Press, 1947. 86p. \$2.75.

A book of high-points and some practical suggestions for the making of clay objects. Short explanations with well drawn illustrations give the processes of preparing clay,

modeling, building, throwing, casting, decorating, glazing, firing, and pottery mosaic. A helpful manual for any pottery laboratory.

DIVINE, J. A. F., and BLACHFORD, G. *Stained Glass Craft*. Manual Arts Press, c1940. 115p. \$2.75.

A manual giving concise information on tools and techniques for stained glass work. The text and illustrations stimulate interest in this craft and make a valuable book for anyone interested in glass craft.

FRAPRIE, FRANK R., and JORDAN, FRANKLIN I., eds. *The American Annual of Photography, 1948*. American Photographic Publishing Co., 1947. 216p. \$2.00. (Volume 62).

The 62nd annual volume of American Photography that the advanced amateurs look forward eagerly to each year. It contains 83 outstanding photographs with data and annotations for each. Also included are nine articles by recognized authorities in their field.

GRABBE, PAUL. *Outdoors With the Camera*, rev. ed. Harper and Bros., c1948. 120p. \$3.00.

The merit of this little book lies in the fact that it makes every step of picture making clear by means of photographs or drawings with a minimum of technical explanations. A number of good examples of outdoor pictures are included and they constitute a definite challenge to go outdoors and make some equally good.

HUGHES, F. CLARKE. *Amateur Handcraft*. Bruce Publishing Co., c1947. 127p. \$2.50.

A book of suggestions and directions for making many handcraft projects. A good book for boys who like to work with "Dad" in the home hobby-woodshop.

JACOBSON, C. I. *Developing*. Pitman Publishing Corp., c1948. 320p. \$3.50. (A Focal Press Book).

A complete and concisely written volume

on the sensitive materials, developers, and apparatus necessary for producing negatives of professional quality. Over two hundred formulas are included with suggestions as to appropriateness of each. Helpful information on arrangement and procedures in the dark room are included.

JACOBSON, C. I. *Enlarging*. Pitman Publishing Corp., c1948. 316p. \$3.50. (A Focal Press Book).

This work describes in clear detail every step necessary in producing prints of salon quality, beginning a preliminary review of negative making. The latest both in materials and equipment are discussed and evaluated. Retouching, toning, and mounting are all given adequate treatment.

LOEB, LESTER. *Better Photography*. Philosophical Library, c1947. 274p. \$3.00.

The author has compiled an instructive little volume that will delight the hearts of beginning amateurs, because specific answers are given to practical questions. Brand names are given and explanations are given in non-technical terms.

THOREK, MAX. *Camera Art, With 40 Original Illustrations*. J. B. Lippincott Co., c1947. 81p. \$5.00.

A fascinating review of photography as a creative art by an internationally recognized authority. Anyone looking for technical details will be disappointed. The emphasis is definitely on the subjective phase of pictorial photography.

### Children's Literature

ADAMS, KATHARINE. *Prince of Paris*. Hinds, Hayden and Eldredge, c1947. 332p. \$2.50.

A collection of short stories from many parts of the world. Grades 5-8.

ARCHIBALD, JOE. *Rebel Halfback*. Westminster Press, c1947. 192p. \$2.00.

A football story for high school students. The character development does not spoil the story, but adds to the excitement.

BERTAIL, INEZ, ed. *Complete Nursery Song Book*; illustrated by Walt Kelly. Lothrop, Lee and Shepard, 1947. 152p. \$3.00.

Most of the rhymes are Mother Goose rhymes. Every elementary school will welcome an edition with music. There is an alphabetical index of titles.

BESTERMAN, CATHERINE. *The Quaint and Curious Quest of Johnny Longfoot*. Bobbs-Merrill Co., c1947. 147p. \$2.00.

The author was born in Poland and she bases this story upon a Polish legend. Grades 3-5.

BLYTON, ENID. *The Valley of Adventure*. Macmillan Co., 1947. 269p. \$2.50.

An exciting mystery story for children in grades 5-7.

BOSWORTH, ALLAN R. *Sancho of the Long, Long Horns*. Doubleday and Co., 1947. 206p. \$2.50.

An exciting story of cattle and cowboys. Chapo was thirteen and finally got to be on the payroll of the Big Dipper outfit. Grades 5-7.

BOTHWELL, JEAN. *Star of India*. William Morrow and Co., 1947. 224p. \$2.50.

Miss Bothwell writes of India with knowledge and affection. She spent 12 years in India as a teacher and business woman. Grades 3-5.

BROWN, JEANETTE PERKINS. *A Little Book of Bedtime Songs*; pictures by Decie Merwin. Abingdon-Cokesbury Press, c1947. unpaginated. 50c.

Songs and prayers for children suggesting relationships to parents and to the world and to God.

BROWN, MARGARET WISE. *Goodnight Moon*; pictures by Clement Hurd. Harper and Bros., c1947. unpaginated. \$1.75.

A story picture book for young children. Many pictures and few words make this a just right book for ages 3-5.

BURCH, GENE. *The Adventures of Put-Put, the Puddle Jumper*; pictures by Dade. Prang Co., 1947. unpaginated. 60c.

An airplane story for grades 2-4. Added interest is the World War.

CALDWELL, CY. *Henry Ford*. Julian Messner, Inc., c1947. 246p. \$2.75.

A laudatory biography of the famous industrialist. The presentation is simple, and the book is the type that could be read with profit by secondary school students. The story is well told with no attempt at scholarly analysis.

CARLETON, PHILLIPS D. *Hawk, the White Indian*. Bobbs-Merrill Co., c1947. 210p. \$2.50.

The author read many actual accounts of Indian captives and decided to write a fictionized account with all of the suspense elements gathered from all of the accounts. Told in the first person, this is a dramatic story for grades 6-9.

CARLILE, BESS HOWELL. *Come Play With Us*; pictures by Nell Reppy. Rand McNally and Co., c1947. 62p. \$2.00.

Songs to sing and games to play when you are very young. Nursery school age.

CAROLL, EVY. *Dance, Natasha, Dance!* Rinehart and Co., c1947. unpaginated. \$1.25.

A little Russian girl likes to dance and when she hears about the ballet she wants to go to Moscow. After a bad dream she decides to stay in her own village and dance there. Grade 1-3.

CLYMER, ELEANOR. *The Trolley Car Family*. David McKay Co., c1947. 256p. \$2.00.

If you ever wondered what it would be like to live in a trolley car, here is the answer. A rollicking answer is given in this book. It wouldn't do to give away the things that happen. Grades 4-6.

COBLENTZ, CATHERINE CATE. *Martin and Abraham Lincoln*; pictures by Trientja. Childrens Press, c1947. unpag. \$1.00.

A touching story based on a true incident in the life of Abraham Lincoln. Grades 1-3.

COMFORT, MILDRED HOUGHTON. *Treasure on the Johnny Smoker*; illustrated by James MacDonald. William Morrow and Co., 1947. 219p. \$2.50.

This is a second story of the freight steamboat in the late nineteenth century. It has the same authenticity and charm as the earlier story. Grades 6-8.

COOKE, DONALD E. *Sorcerer's Apprentice*. John C. Winston Co., c1947. 56p. \$2.00.

A story of magic based on the legend following the program of Paul Dukas' famous musical fantasy *L'Apprenti Sorcier*.

COREY, PAUL. *Shad Haul*. William Morrow and Co., 1947. 218p. \$2.50.

An exciting story of two boys who wanted to earn money to go to college.

CRAMPTON, GERTRUDE, comp. *The Golden Christmas Book*; illustrated by Corinne Malvern. Simon and Schuster, Inc., c1947. 96p. \$1.50.

Songs, stories, things to do, and puzzles make this an interesting book. The tree which opens up when the front cover is opened makes this better for home ownership than for library use.

CREEKMORE, RAYMOND. *Little Fu*. Macmillan Co., 1947. unpag. \$2.00.

An eventful trip down the Min River in China. The preparations, the descriptions, and the illustrations make this an excellent book for grades 1-3 in their study of children of other lands.

CRESPI, PACHITA. *Wings Over Central America*. Charles Scribner's Sons, c1947. 168p. \$2.75.

The author is Costa Rican and tells both the story and makes the pictures for this book about the different countries of Central America. It is a companion book to *Wings Over South America*. Grades 4-7.

DALTON, ALENE, and OTHERS. *My Picture Book of Songs*. M. A. Donohue and Co., c1947. 60p. \$2.50.

Attractive pictures, easy rhymes and simple music make this a suitable book for pre-school and grades 1-2.

DAUPHIN, FRANCINE LEGRAND. *A French A B C*. Coward-McCann, Inc., c1947. unpag. \$3.50.

A charming picture book which interprets French children to American children. The intriguing French words have English translations where they are used in sentences. Other places they have pictures as was done in the long ago *Orbis Pictus*. For little children.

DAVIS, LAVINIA R. *Roger and the Fox*; pictures by Hildegard Woodward. Doubleday and Co., c1947. unpag. \$2.00.

The year Roger was six he lived in the country and wanted to be a part of it. To him that meant seeing the fox. During the year he learned to ski and he finally saw the fox. Grades 1-2.

DAVIS, ROBERT. *Arab Lands. France*. Holiday House, c1947. 24p ea. \$1.25 ea.

Two new books about foreign lands. Excellent for use in social studies and in free reading for grades 6-9. They will help give international understanding. They both have Busoni's colorful illustrations.

DISNEY, WALT. *Peter and the Wolf*. Simon and Schuster, Inc., c1947. unpag. 25c.

The pictures are based on the animated cartoon sequence in Walt Disney's *Make Mine Music*. Children who saw the movie will welcome this little book.

DUPLAIX, GEORGES. *The Big Brown Bear*; illustrated by Gustaf Tenggren. Simon and Schuster, Inc., 1947. unpag. \$1.00.

An amusing story of a bear after a bee tree. Tenggren's illustrations add to the fun. Pre-school and grades 1-2.

EATON, JEANETTE. *David Livingstone, Foe of Darkness*; illustrated by Ralph Ray. William Morrow and Co., 1947. 256p. \$3.00.

The author is successful in making this a good book for junior and senior high school.

ELTING, MARY. *Trains at Work*; pictures by David Lyle Millard. Garden City Publishing Co., c1947. unpag. \$1.00.

Any boy interested in trains will enjoy this large picture book, full of facts and illustrations in black and white and in color.

EVATT, HARRIET. *The Mystery of the Old Merchant's House*. Bobbs-Merrill Co., c1947. 226p. \$2.00.

Everybody likes a mystery and this is a delightful one for grades 3-5.

FOLDS, THOMAS. *Where is the Fire?* Houghton Mifflin Co., 1947. 36p. \$2.00.

Firemen, fire engines and fires have universal appeal. This picture book with its surprise ending will be a favorite with kindergarten and first grade children who

will look at the pictures and listen to the story, and to second and third grade children who can read it for themselves.

FRANCOISE. *The Thank-You Book*. Charles Scribner's Sons, c1947. unpaginated. \$2.00.

A book of child-like illustrations and "thank you's" for all the simple things which make a good life for a child. Pre-school.

FRIEDMAN, FRIEDA. *Bobbie Had a Nickel*; pictures by Emmo. John Martin's House, c1946. unpaginated. 25c.

Just the right amount of suspense for the preschool child is found in this story of Bobbie who considered all the things he might buy with a nickel and what he finally bought.

FRIEDMAN, FRIEDA. *Peppy, the Lonely Little Puppy*. Rand McNally and Co., c1947. unpaginated. 25c. (McNally Elf Books Series).

Pre-school children will love the pictures and the story which they will probably want read to them several times a day.

FITCH, FLORENCE MARY. *Their Search for God*. Lothrop, Lee and Shepard, c1947. 160p. \$3.00.

The author of *One God* has written this book about the religions of the East. It is illustrated from photographs just as the other book is. This book should make for better understanding of other people's search for God. Not limited to young people in interest.

GARRETT, HELEN. *Rufous Redtail*; illustrated by Francis Lee Jaques. Viking Press, 1947. 158p. \$2.50.

This is the story of a hawk and of the other birds and animals with which it comes in contact. A few times human beings come into the picture. The illustrations are delightful.

GERBER, WILL. *Gooseberry Jones*; illustrated by Dudley Morris. G. P. Putnam's Sons, c1947. 96p. \$2.00.

An understanding story of a little negro boy who wanted a dog of his own. Grades 4-6.

GILBERT, KENNETH. *Bird Dog Bargain*. Henry Holt and Co., c1947. 200p. \$2.50.

Any boy in grades 6-9 will find this book interesting for it is about training a bird dog. One of the most important directions is "Be patient."

GLENN, ELSIE, and GLENN MORRIS. *Dumblebum*. Macrae-Smith Co., c1947. unpaginated. \$2.00.

A slight story of a scarecrow and how he was saved from being lonely. Grades 1-2.

HALL, WILLIAM. *The Seven Little Elephants*; pictures by Fini. Thomas Y. Crowell Co., c1947. unpaginated. \$1.50.

A picture story about elephants and the days of the week. For preschool through first grade.

HARKINS, PHILIP. *Touchdown Twins*. William Morrow and Co., 1947. 224p. \$2.50.

A college football story for high school readers.

HATCH, MARY C. *13 Danish Tales*. Harcourt, Brace and Co., c1947. 169p. \$2.50.

Miss Hatch has based her stories on J. C. Bays translation of these Danish folk tales. The illustrations are by a Danish artist. The stories will be equally good for use in story telling and for the children's own reading.

HEADLEY, ELIZABETH. *Take a Call, Topsy!* Macrae-Smith Co., c1947. 216p. \$2.00.

A "career" story on ballet dancing in the sense that it portrays the difficulties and the delights of training to be a ballet dancer. Junior high school girls.

HECHT, BEN. *The Cat That Jumped Out of the Story*; illustrated by Peggy Bacon. John C. Winston Co., c1947. unpaginated. \$1.00.

A whimsical cat story with Peggy Bacon's most interesting cat pictures. For cat lovers of any age.

HINKLE, THOMAS C. *Blaze Face*. William Morrow and Co., 1947. 191p. \$2.00.

The author's interest is almost equally divided between dog stories and horse stories, both of which have endless interest for boys and girls in grades 5-7.

HOGAN, INEZ. *Read to Me About Nono, the Baby Elephant*. E. P. Dutton and Co., c1947. 45p. \$1.00

A story to read or tell. The little elephant had heard everyone say No! No! to him so often he thought it was his name. There is a lesson but it isn't pressed too hard. Pre-school and first grade.

HOLBERG, RUTH LANGLAND. *At the Sign of the Golden Anchor*; illustrated by Jane Castle. Doubleday and Co., c1947. 210p. \$2.25.

This story of New England in 1814 will delight children in grades 2-4. Especially suited to grade 4.

HOLDING, ELISABETH SANXAY. *Miss Kelly*; illustrated by Margaret S. Johnson. William Morrow and Co., 1947. 125p. \$2.00.

An amusing story of a tiger cat with hidden powers. Grades 4-6.

HOLT, STEPHEN. *Prairie Colt*. Longmans, Green and Co., 1947. 178p. \$2.25.

This is by the author of *Wild Palomino* and, although this time it is a red colt, boys

and girls will enjoy the thrills in this story. Grades 6-8.

HUNGERFORD, EDWARD BUELL. *Fighting Frigate*. Wilcox and Follett Publishing Co., c1947. 261p. \$2.50.

An exciting story of the War of 1812. For junior high school.

JACKSON, KATHRYN, and JACKSON, BYRON. *Animal Babies*. Simon and Schuster, Inc., c1947. unp. 25c.

Short stories with attractive pictures telling of some incident in the lives of a number of animals, and in addition, there is a bird and a butterfly.

JACOBS, EMMA ATKINS. *Vicki's Mysterious Friend*. John C. Winston Co., c1947. 210p. \$2.00.

An exciting story for teen-age girls. All the ingredients are mixed well to hold the reader's attention from beginning to end of the story.

JACKSON, C. PAUL. *All Conference Tackle*. Thomas Y. Crowell Co., c1947. 242p. \$2.50.

The author is a high school teacher, a sports coach, and an official at many games. This fast moving tale will appeal to junior high school boys especially.

JACKSON, PHYLLIS WYNN. *Victorian Cinderella*. Holiday House, c1947. 296p. \$3.00.

An unpretentious but interesting life of Harriet Beecher Stowe from her childhood in the home of her famous but poor father, Lyman Beecher, to her own period of fame and affluence after the publication of Uncle Tom's Cabin. Recommended for high school libraries.

JUDSON, CLARA INGRAM. *The Lost Violin*. Houghton Mifflin Co., 1947. 204p. \$2.25.

This time the people came from Bohemia in another of the author's delightful stories of people from other lands. Grades 5-7.

KELLY, ERIC P. *The Hand in the Picture*. J. B. Lippincott Co., c1947. 241p. \$2.50.

A story of modern Poland with a "throw-back" which gives a picture, dramatically presented, of the whole of Poland's history. The author is a Newberry award winner and is an authority on Poland.

KELSEY, ALICE GEER. *Racing the Red Sail*. Longmans, Green and Co., 1947. 140p. \$2.00.

Stories of the Greece of today. They grew out of the sights and sounds that came to the author during her stay in Greece. Grades 4-6.

KISER, MARTHA GWINN. *Rosanna*; illustrated by Anne-Marie Drutz. Longmans, Green and Co., c1947. 193p. \$2.50.

A pleasant love story in Emerson's time and locality. Junior high school girls will like it and may get some valuable ideals from it.

KLINGERSMITH, STACY. *Guardians of the Forest*. Dorrance and Co., c1947. 175p. \$3.00.

The author is an adviser on nature to Girl Scouts, Camp Fire Girls and is in charge of a Tree Club. The book describes walks in the woods and things seen and talked about. A group of photographs are reproduced in the front of the book.

LANKS, HERBERT. *Adventure in Central America*. David McKay Co., c1947. 169p. \$2.50.

The increased interest to the South makes every book on Central and South America of special interest and will make this an especially welcome book. Grades 4-7, though the pictures make the twins a bit young looking for 7th grade.

MALLETTE, GERTRUDE E. *Priceless Moment*. Doubleday and Co., c1947. 214p. \$2.00.

A combination career and mystery story which will appeal to girls in junior high school.

MOLLOY, ANNE. *The Pigeoneers*. Houghton, Mifflin Co., 1947. 180p. \$2.50.

A delightful story of what happened to some boys in an orthopedic hospital. Grades 4-6.

O DELL, MARY C. *Another Story Shop*. Judson Press, c1947. 189p. \$2.00.

Stories for telling arranged by season, special days, etc., and having an index indicating character values in the stories. Primarily for the teacher or librarian.

ORTON, HELEN FULLER. *Cloverfield Farm Stories*. J. B. Lippincott Co., c1947. 122p. \$2.50.

All four of the Cloverfield farm stories in a new edition. Large print makes this collection of stories based upon the author's memories of her childhood an easy to read volume for grades 2-3.

ORTON, HELEN FULLER. *Mystery Up the Chimney*. J. B. Lippincott Co., c1947. 109p. \$1.75.

The mystery in Mrs. Orton's stories might not satisfy adults, but is both satisfying and good reading for grades 3-5.

PETERSON, LIVIA Y., and PLUMMER, MYRTES-MARIE. *Fair Wind*; illustrated by Don Nelson. Wilcox and Follett Publishing Co., c1947. 234p. \$2.25.

A good boat story for grades 7-9. There is plenty of action, intrigue and adventure for all.

ROBINSON, IRENE, and ROBINSON, W. W. *Picture Book of Animal Babies*.

Macmillan Co., 1947. unp. \$2.00.

The Robinsons' have given us another superb picture book for the very young. A book of theirs is always an event to note.

SCHOLZ, JACKSON. *Gridiron Challenge*. William Morrow and Co., 1947. 240p. \$2.50.

The author is an Olympic champion so it is no surprise to find that his sport stories are popular with teen age boys.

SEVERN, DAVID. *Wagon For Five*. Houghton, Mifflin Co., 1947. 228p. \$2.50.

This isn't a sequel but it is about the same people that were in the story *A Cabin for Crusoe*. This time they travel with a circus. Grades 3-6.

SHAW, CHARLES G. *It Looked Like Split Milk*. Harper and Bros., c1947. unp. \$1.00.

A charming story for young children telling about the various forms a cloud may take, but until the last page you don't know that it is a cloud.

STEINER, CHARLOTTE, illustrator. *Baby's Mother Goose*. Peggy Cloth-Books, Inc., 1947.

Washable cloth book for nursery or nursery school. Substantial.

STEINER, CHARLOTTE. *Polka Dot*. Doubleday and Co., 1947. unp. \$1.25.

Dot and her dog Polka make a charming picture book for preschool children.

THORSON, CHARLES. *Keeko*. Wilcox and Follett Publishing Co., c1947. 47p. \$1.00.

A fairy story or a tall tale about a little Indian boy and how he got the feathers for his head-dress. Preschool to Grade 2.

TOLSTOY, ALEXEI. *Russian Tales for Children*; illustrated by Kouznetsov. E. P. Dutton and Co., 1947. 195p. \$2.50.

The author is related to both Leo Tolstoy and to Turgenev so he knows his Russian folktales at first hand. Grades 3-5.

URBAHNS, ESTELLE. *The Little Red Dragon*; pictures by Weda Yap. E. P. Dutton and Co., 1947. 64p. \$1.75.

A Chinese story which gives children in grades 4-6 a better understanding of our distant neighbors.

URMSTON, MARY. *Betsy and the Proud House*. Doubleday and Co., c1947. 179p. \$2.00.

Dogs, children, an unoccupied house with a big yard, and a wonderful surprise at the end make this a delightful story for grades 3-5.

WADSWORTH, L. A. *Puzzle of the Talking Monkey*. Rinehart and Co., c1947. 244p. \$2.00.

A mystery story in a college background, but of interest to teen-age boys. This is the author's eleventh mystery story.

WAGONER, JEAN BROWN. *Martha Washington, Girl of Old Virginia*. Bobbs-Merrill Co., c1947. 198p. \$1.75. (Childhood of Famous Americans Series).

A new title in this series is always welcome. These stories make a good introduction to our country's history. Grades 3-5.

WEBBER, MALCOLM. *Jimco and Harry at the Rocking H*; illustrations by Virginia Mull. Wilcox and Follett Publishing Co., c1947. 247p. \$2.50.

Cowboys and ranch doings always appeal to boys. Grades 6-8.

WERNER, JANE, ed. *The Golden Book of Poetry*; illustrated by Gertrude Elliott. Simon and Schuster, Inc., c1947. 97p. \$1.50. (A Big Golden Book Special).

Each Golden Book is looked for with pleasure. So far the public has not been "let down" but each time it feels that Simon and Schuster is to be congratulated on the fine results obtained. Splendid gift book, equally as good for library and school use.

WESSELLS, KATHARINE TYLER. *The Little Golden Book of Singing Games*; illustrated by Corinne Malvern. Simon and Schuster, Inc., c1947. 42p.

As always the little golden books are attractive and make an excellent addition to any library or to the child's own collection. This contains 17 nursery rhymes with the music and the directions for acting them out or playing them. Grades 1-3.

WRIGHT, NORMAN. *Chip Chip*. Simon and Schuster, Inc., c1947. unp. 25c.

Children will enjoy the pictures as much as the story.

YOUNG, ELEANOR. *The Skitter Cat Book*. Bobbs-Merrill Co., c1947. 261p. \$2.50.

A reprint edition of three stories: *Skitter Cat*; *Skitter Cat and the Major*; and *Skitter Cat and Little Boy*. The child is called Little Boy all through the three stories. This limits the interest in the book to younger children than would otherwise enjoy it. Grades 1-3.

## Education and Psychology

BULLIS, H. EDMUND, and O'MALLEY, EMILY E. *Human Relations in the Classroom, Course I*, 2d ed. Delaware State Society for Mental Hygiene, c1947. 222p.

A collection of thirty lesson plans based on problems of human relations for use in sixth, seventh, or eighth grades. Planned to help boys and girls build personalities which will withstand emotional crises through encouraging free discussion of personal problems. Excellent.

COOK, EDGAR M., and CATES, JOHN H. *Observation and Study Guide for Student Teachers*, 2d ed. C. V. Mosby Co., 1947. 167p. \$3.50.

This is a workbook for student teachers intended to provide some focal point for a course in student teaching. It takes up various topics which make up the school program and provides questions under work units. It seems to be a collection of "busy-work" assignments for the student teachers.

DUNIGAN, DAVID R. *A History of Boston College*. Bruce Publishing Co., c1947. 362p. \$6.00. (The Catholic Education Series).

This is the story of Boston College, founded by the Jesuits in 1863 and growing steadily with the decades. There is authentic scholarship in its presentation.

EDMONSON, J. B., ROEMER, JOSEPH, and BACON, FRANCIS L. *The Administration of the Modern Secondary School*. Macmillan Co., 1948. 690p.

This meticulous revision of this standard text will be welcomed by teachers of courses on administration. It will be equally valuable to all concerned with the administration of high schools, since it may serve as a manual for many phases of their work.

FISCHER, MARIE. *Unit of Study: How the People of the Andes Live—Teacher's Papers and Children's Papers*. Maryknoll Bookshelf, 1947.

A collection of materials for use in parochial schools, emphasizing the need for additional Catholic missionaries in the Andes. Contains some black-white photographs of value.

GOODMAN, SAMUEL M. *Curriculum Implications of Armed Services Educational Programs*. American Council on Education, c1947. 101p. \$1.25.

This little volume is a good summary of the experience of the armed services in curriculum development. It taught us nothing that is startlingly new. The armed services emphasized objectives, readiness for change, and interdepartmental planning. In the formulation of procedures in curriculum development, the armed services appear to be far behind the achievements of civilian education.

GRUMMAN, RUSSELL M. *University Extension in Action*. University of North Carolina Press, 1946. 175p. \$1.00. (University of N. C. Extension Bulletin, Vol. XXVI, No. 1).

A valuable document on adult education. The history and present services of the Extension Division of the University of North Carolina are treated. Such matters as planning, promoting, staffing, and financing extension services describe how this university has made the State of North Carolina its campus.

HARTLEY, WILLIAM H., ed. *Audio-Visual Materials and Methods in the*

*Social Studies*. National Council for the Social Studies, c1947. 214p. \$2.00. (18th Yearbook).

This is a handbook of audio-visual materials and techniques for the social studies teacher. A chapter is devoted to each type of audio-visual material including the excursion, pictures, film-strips, posters, films and radio. The contributors are specialists in these fields.

THE HARVARD COMMISSION. *The Place of Psychology in an Ideal University*. Harvard University Press, 1947. 42p. \$1.50.

Recommendations concerning the teaching of psychology in a university. The granting of a new degree in psychology (Psy. D.) is proposed. Some interesting observations are made.

HENRY, NELSON B., ed. *Science Education in American Schools*. University of Chicago Press, 1947. 306p. \$2.50. (46th Yearbook of the National Society for the Study of Education, Part I).

The newest broad survey of science teaching, on elementary and secondary levels, with general and special emphases. Stating problems with, and without, answers. Practical rather than philosophical; full bibliography.

HILGARD, ERNEST R. *Theories of Learning*. D. Appleton-Century-Crofts, Inc., 1948. 409p. \$3.75.

This volume provides in convenient, well-written form an introduction to the major theories of learning. In a concluding chapter, the writer presents his own point of view regarding learning.

HOFF, ARTHUR G. *Secondary-School Science Teaching*. Blakiston Co., c1947. 303p. \$3.75.

Five units as to the mission, the content, the methods, the activities, the aids for teaching science. A blend of philosophy, pedagogy, and "how-to-do-it." The author's "know-how" was acquired from twenty-one years' experience.

KELLY, TRUMAN LEE. *Fundamentals of Statistics*. Harvard University Press, 1947. 755p. \$10.00.

A revision and enlargement of the author's classic of 1923, *Statistical Method*. It contains a basic presentation of the statistical procedures commonly required for the interpretation of data and for conducting scientific experiments. The author emphasizes the rational thought processes which underly experimental method. The book would be useful in courses in statistics covering both elementary and advanced material.

LILGE, FREDERIC. *The Abuse of Learning*. Macmillan Co., 1948. 184p. \$2.75.

After every war everybody writes a book to explain something that happened. This

one, written under the sponsorship of our war department, analyzes the surrender of the German University to Hitler.

McGRATH, EARL J., and OTHERS. *Toward General Education*. Macmillan Co., c1948. 224p. \$3.00.

An analysis by ten members of the faculty of the University of Iowa, acting voluntarily and with no official relationship to the University. The thinking and wording are both direct. While the discussion is at the college level, it indicates more intimate understanding of high schools than previous reports on general education.

McLURE, WILLIAM PAUL. *The Effect of Population Sparsity on School Cost*. Teachers College, Columbia University, 1947. 64p. \$2.10. (Contributions to Education, No. 929).

A careful study of the needs for education in sparsely settled areas, and the burden of meeting these needs. A clearly thought out presentation of the dilemma of costs of small schools or of transportation.

MOONEY, BELLE S. *How Shall I Tell my Child?* Reprint ed. Garden City Publishing Co., 1947. 192p. \$1.00.

One of the best books on sex education; designed primarily to help parents to interpret the topic. The writer tries to anticipate questions which need interpretation on different age levels.

NOAR, GERTRUDE. *Freedom to Live and Learn*. Franklin Publishing and Supply Co., c1948. 159p.

A practical manual to help individual teachers, faculty groups, and students in teacher training classes to reorganize classroom programs and methods on the basis of experience units developed democratically through pupil-teacher planning and evaluation.

PATTERSON, WILLIAM F., and HEDGES, M. H. *Educating For Industry*. Prentice-Hall, Inc., 1946. 229p. \$2.50.

A book devoted to the policies and procedures of a national apprenticeship system, containing an extensive bibliography on apprenticeship. A book that should be on the desk of all supervisors and instructors in industrial education.

RASEY, MARIE I. *Toward Maturity*. Hinds, Hayden and Eldredge, c1947. 242p. \$3.00.

Represents a departure in child psychology in organization and treatment. Illustrative chapter headings are: "The Child Takes His Family to School," and "The Part-Grown Has His Difficulties." Each chapter consists of the author's exposition plus numerous quotations of autobiographical writings of students and teachers. Would be excellent for parallel reading in child psychology and child development courses.

STANFORD SCHOOL OF HUMANITIES. *Continuity in Liberal Education, High*

*School, and College*. Stanford University Press, c1947. 93p. \$2.00. (Fourth Annual Conference).

This volume is composed of the committee reports and excerpts from the subsequent discussion thereon which constituted the Fourth Annual Conference on the Humanities sponsored by the School of Humanities of Stanford University. The report is the result of the deliberations of high school teachers and administrators as well as college and university people. This is an effort to get at a working understanding between the secondary people and those in college and university.

STAPLES, R. O. *The Rural Teacher*. Ryerson Press, c1947. 81p. \$2.00. (Ryerson Educational Monographs).

A study of rural teachers, showing the present situation and trends in their selection, professional preparation, and in service education.

STERNER, ALICE P. *Radio, Motion Picture, and Reading Interests*. Teachers College, Columbia University, 1947. 102p. \$2.10. (Teachers College Contributions to Education, No. 932).

A study of seven out-of-school language activities of high-school pupils: radio, books, comic strips, funny books, magazines, newspapers, and motion pictures. The purposes are: (1) to discover whether medium or interest attracts, (2) to note relationships among habits, (3) to study three major interests—adventure, humor, and love, (4) to note relationship of sex, school grade, intelligence, and socio-economic status to choices of media and interests.

STRANG, RUTH. *Reporting to Parents*. Teachers College, Columbia University, 1947. 105p. \$1.50. (Practical Suggestions for Teaching Series, No. 10).

An excellent summary of practices used in reporting to parents. The pupil records on which such reporting must be based are considered briefly, with some evaluation of procedures and samples of forms used.

THURSFIELD, RICHARD E., ed. *The Study and Teaching of American History*. National Council for the Social Studies, c1947. 442p. \$2.00. (17th Yearbook of the National Council for the Social Studies).

One of the best yearbooks yet published by this organization. It is extremely comprehensive, touching very nearly all phases of the subject. Secondary school teachers will find it particularly valuable, but it is also useful on other levels. College teachers of American history will find the section on new interpretations of special interest. A "must" book for the library of any institution engaged in teacher education.

VAUGHN, GWENYTH R., and ROTH, CHARLES B. *Effective Personality Building*. McGraw-Hill Book Co., 1947. 290p. \$2.50.

The authors have made use of popularized knowledge of modern psychiatry and psychometrics to produce another *How to Win Friends and Influence People*. The pen and ink illustrations are entertaining but in this reviewer's opinion unfortunate.

WARD, WINIFRED. *Playmaking With Children From Kindergarten to High School*. D. Appleton-Century Co., c1947. 312p. \$2.50.

A practical guide-book in creative dramatics, with illustrative examples from actual situations. Appended are a selected bibliography and a list of stories suggested as good material for dramatization.

WYNNE, JOHN P. *Philosophies of Education*. Prentice-Hall, Inc., 1947. 427p. \$3.75.

One of the better known teachers of educational philosophy sets a trechant pen to its statement.

## Health and Physical Education

DUGGAN, ANNE SCHLEY. *The Complete Tap Dance Book*. A. S. Barnes and Co., c1947. 100p. \$3.50.

Compares more than favorably to the usual book of this type in that the material lends itself to the classroom situation. Too often books of this type are usable only by professional tap dancers and the terminology and the technics are of little value to high school and college students. On the whole the work is well organized and covers a wealth of materials. A teacher of tap dancing in high school or college would be greatly aided by the use of Duggan's book.

HOBSON, HOWARD A. *Basketball Illustrated*. A. S. Barnes and Co., c1948. 86p. \$1.50.

A simply written and well illustrated basic text for beginning basketball players. Each of the recognized basketball fundamentals are clearly analyzed with some consideration given to teaching method. Excellent for the junior high school level.

KNAPP, SALLY. *Women Doctors Today*. Thomas Y. Crowell Co., c1947. 184p. \$2.50.

This interesting compilation of twelve biographies adds to the literature of modern medicine. It is another attempt to show that women have made excellent contributions to the field.

MEYER, MARGARET H., and SCHWARZ, MARGUERITE. *Technic of Team Sports for Women*, 2d ed. W. B. Saunders Co., 1947. 431p. \$4.25.

A valuable book for teachers of women's sports. Contains analyses of technics of the various sports with suggestions for teaching. Does not contain detailed rules for the definite reason of becoming seasonal in that rules are constantly changing. Technics remain somewhat constant, therefore this book, since it is well prepared, should rate high in the field.

NOREN, ARTHUR T. *Softball*. A. S. Barnes and Co., c1947. 114p. \$1.50.

This book is concerned with history, present rules, and an analysis of the play at different positions in modern softball. No attention is given to the essential fundamentals of throwing and catching. It is well illustrated with photographs of highly skilled softball players.

*Tap Dancing For Everyone*. The Del-Wrights, c1947. 77p. \$2.50.

Contains 15 tap routines with costume recommendations. For someone who is looking for a ready-made tap dance, then this would serve perhaps as well as any other of its sort. Does not concern itself with teaching methods, suggestions, etc. Contains 15 tap routines as stated on the cover—no more.

TURNER, C. E. *School Health and Health Education*. C. V. Mosby Co., 1947. 457p. \$3.50.

The author is an authority in the field. The book will be especially helpful to teachers from elementary through high school and to those interested in public health.

WEAVER, ROBERT W., and MERRILL, ANTHONY F. *Camping Can Be Fun*. Harper and Bros., c1948. 241p. \$3.00.

A clearly stated and well illustrated book on the practical aspects of individual and small group camping. It deals chiefly with the utilization of the out-of-doors resources to camping use. A section is devoted to out-door cooking.

## Home Economics

GLASS, MARY LOU. *Recipes for Two*. John Wiley and Sons, 1947. 387p. \$3.00.

This is a good book for the inexperienced person. The recipes are good and simply written. The suggestions for meal planning and shopping are helpful.

HERALD TRIBUNE. *Home Institute. Home Institute Cook Book*. Charles Scribner's Sons, 1947. 1107p. \$3.00.

This is a general cook book with good recipes. It includes a chapter on feeding the family, giving suggested weekly plan for meal planning. It features information on pressure cooking, frozen foods, herbs and spices, and buying in today's market. It is a good book for anyone interested in cooking.

## Library Science

AMERICAN LIBRARY ASSOCIATION. *Classification and Pay Plans for Libraries in Institutions of Higher Education*, 2d ed. American Library Association, 1947. 3 Vols.

"Each of the three books (is) for one of the three groups of institutions (non-degree-conferring, degree-conferring four-year, universities). Each book contains four sections: (1) Classes of Libraries, (2) Classes of

Departments, (3) Personnel Specifications for Library Positions in the Professional and Clerical Services, and (4) Standards of Education, Experience and Pay for Personnel Grades."

**JOECKEL, CARLETON B., and WINSLOW, AMY.** *A National Plan for Public Library Service.* American Library Association, 1948. 168p. \$3.00. (Planning for Libraries, No. 3).

A "preliminary sketch . . . of the public library structure of the future," based upon ideals of dynamic service contrasted with present-day realities. Proposes a nationwide minimum standard of service and support with the primary responsibility on the local library unit, assisted by both state and nation through integrated special services and grants-in-aid.

**THOMPSON, LAWRENCE S.** *Students' Guide to the Use of the Western Michigan College Library.* Western Michigan College Library, 1947. 16p. 32c.

A clear explanation of circulation of books, cataloging and classification of library books, periodical indexes, government documents, and reference books. Although produced for a specific situation, this guide should interest librarians and instructors who teach the use of the library.

**WALRAVEN, MARGARET KESSLER, and HALL-QUEST, ALFRED L.** *Teaching Through the Elementary School Library.* H. W. Wilson Co., 1948. 183p. \$3.00.

A practical and stimulating guide to the effective use of library resources in teaching in the intermediate grades. A commonsense text for library materials courses for teachers, helpful also for classroom teachers.

### Literature

**BAKER, DENYS VAL, ed.** *Modern British Writing.* Vanguard Press, c1947. 359p. \$3.50.

A selection of the best work that has appeared during the last decade in British "little" magazines or reviews of which there are "today between forty and fifty" being published. Stories, poems, essays are included. A valuable book for the worth of its contents and for the knowledge gained of the admirable work being done by contemporary British writers.

**BALLOWE, HEWITT LEONARD.** *The Lord Sayin' the Same.* Louisiana State University Press, 1947. 254p. \$2.75.

Superstitions of Louisiana cane plantations as shown by stories of life on one plantation. There is loving appreciation and intimate knowledge combined with a remarkable gift plus great skill in story telling. A real contribution to literature and to human understanding.

**BOTKIN, B. A., ed.** *A Treasury of New England Folklore.* Crown Publishers, c1947. 934p. \$4.00.

An entrancing anthology of tales, sayings, yarns, songs and superstitions of New England. The peddlers, odd characters, landlords, traders, farmers, seamen, and the wives and children all have a share in the general picture.

**CHRISTY, ARTHUR E., and WELLS, HENRY W.** *World Literature.* American Book Co., c1947. 1118p. \$5.50.

This is definitely the most comprehensive and the most effective presentation of world literature to date. It is the most useful where emphasis is laid upon the community of ideas among men. The selection ranges over the whole of literature rather than limiting itself to *belles lettres*, and the items are substantially represented. A very fine anthology.

**CLARK, BARRETT H.** *Eugene O'Neill.* Dover Publications, 1947. 182p. \$2.75.

This is a short biography of the famous playwright together with a rather generous evaluation of each of his plays including several still unpublished. Written by a competent critic, the manuscript was edited and approved by O'Neill himself to insure factual accuracy.

**CRABB, ALFRED LELAND.** *Home to the Hermitage.* Bobbs-Merrill Co., c1948. 318p. \$2.75.

A sympathetic fictionalized presentation of some of the important episodes in the life of Andrew Jackson and his wife Rachel. As with his four earlier novels of Nashville, the author presents a realistic picture of an earlier period with both actual and imagined characters living in an authentic setting of time and place.

**DOBIE, J. FRANK.** *Tongues of the Monte.* Little, Brown and Co., 1947. 301p. \$3.50.

Life and lore of the people of northern Mexico: ranchers, *vaqueros*, shepherds and other primitive types. Charminglly written; authentic in flavor.

**HAYDN, HIRAM, and CURNOS, JOHN, eds.** *A World of Great Stories.* Crown Publishers, c1947. 950p. \$3.95.

An excellent selection of 115 modern stories from world literature. The editing is carefully done; discussions and biographical sketches are concise and illuminating.

**HINE, L. REGINALD.** *Confessions of an Un-Common Attorney.* Macmillan Co., 1947. 268p. \$4.00.

A charming account and interpretation of experiences as a country lawyer in England and as a literary interpreter of local history.

**JOSEPH, SISTER MIRIAM.** *Shakespeare's Use of the Arts of Language.* Columbia University Press, 1947. 423p. \$3.75. (Columbia University Studies in English and Comparative Literature).

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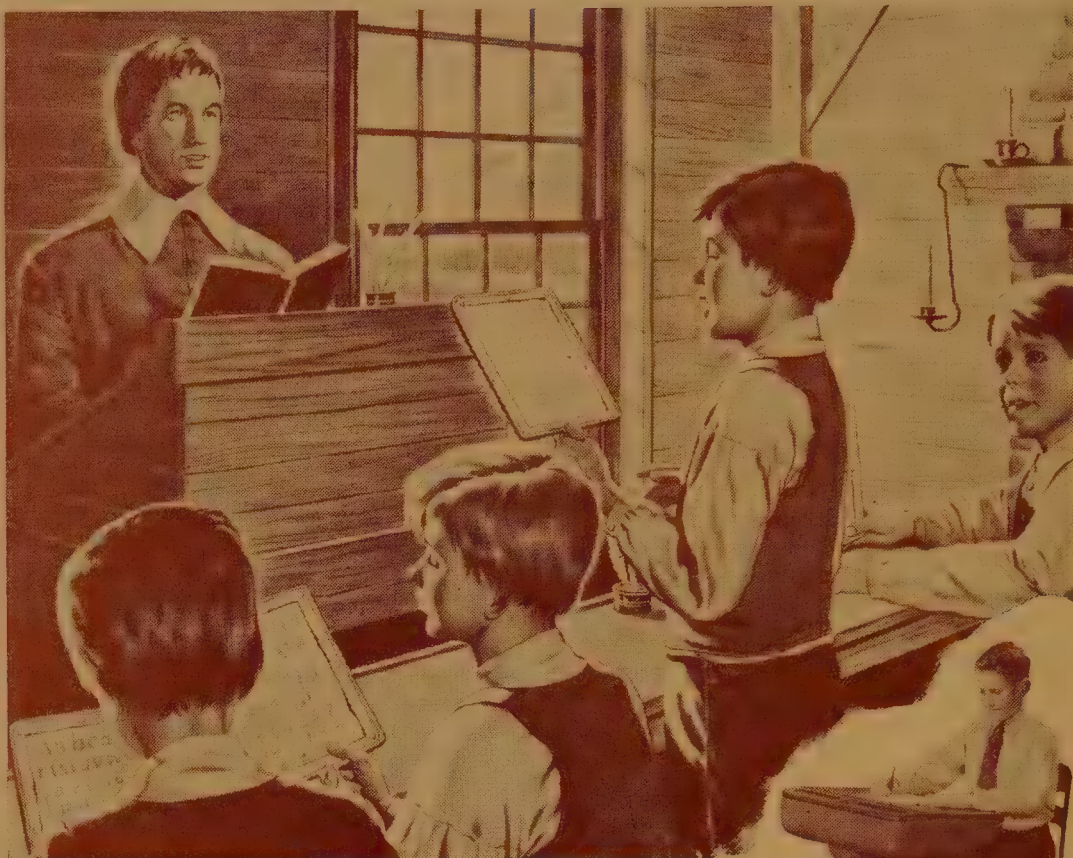
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